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PROCEEDINGS

Twentieth Annual Conference
OF THE
National Association of
Deans and Advisers
of Men



Held at
UNIVERSITY OF WISCONSIN
Madison, Wisconsin
APRIL 27-30, 1938

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*National Association of
Deans and Advisers
of Men*



President Dean D. H. Gardner, University of Akron
Vice President Dean G. W. Stephens, Washington University
Secretary-Treasurer Dean Fred H. Turner, University of Illinois
Executive Committee—The Officers and
 Dean J. F. Findlay, University of Oklahoma
 Dean H. E. Lobdell, Massachusetts Institute of Tech-
 nology
 Dean J. A. Bursley, University of Michigan
 Dean D. S. Lancaster, Member at Large.



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DEAN S. H. GOODNIGHT, HOST DEAN

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Twentieth Annual Conference
of the
*National Association of Deans and
Advisers of Men*
MADISON, WISCONSIN
April 27, 28, 29, 1938

WEDNESDAY AFTERNOON SESSION

The opening session of the Twentieth Anniversary Conference of The National Association of Deans and Advisers of Men, held at the University of Wisconsin, Madison, Wisconsin, April 27-30, 1938, consisting of a Conference on Fraternities, sponsored by the Interfraternity Board of the University of Wisconsin in cooperation with the National Association of Deans and Advisers of Men, The National Interfraternity Conference, and Member Fraternities of the National Interfraternity Conference, convened at one-thirty o'clock, Dean D. H. Gardner, University of Akron, President of the Association, presiding.

President Gardner: The Twentieth Annual Conference of the National Association of Deans and Advisers of Men will now be in order. This is the first time we have attempted an Organization of this type. We have asked the National Interfraternity Council and its Member Associations to send their officers here for a joint conference, and we are very happy to see so many of them here.

Also, we have with us some undergraduate members of the fraternities of the University of Wisconsin. This afternoon we are going to give over to five panel discussions on various fraternity matters, and each panel is in charge of a chairman.

On behalf of the Association, I would like to welcome all of the fraternity men to this joint conference and particularly to ask you to attend the other meetings of this conference which will extend to Thursday, Friday, and Saturday noon.

President Gardner: The first panel, which is in charge of Dean A. K. Heckel, from the University of Missouri, is called "House Mothers vs. Tutorial Advisers vs. Neither."

....Dean A. K. Heckel assumed the chair.....

Chairman Heckel: Mr. President, and Members of the National Fraternities: I feel very fortunate to present any phase of the subject for our meeting.

I recall speaking on the topic of House Mothers several years ago, and I drew forth considerable animosity from some of the Deans.

Our dearly beloved Dean Coulter called me some name which I cannot recall, but it was not one of approval. Evidently my ideas of the House Mother situation did not coincide with his.

At the University of Missouri we have had House Mothers since 1905. We have, therefore, a record of continued service; but I shall not inject any of my ideas at the present time. I will call on Dean Bursley.

Dean J. A. Bursley (University of Michigan): Members of the Conference: When Mr. Turner asked me to serve on this panel I told him that we had had little experience with House Mothers or Advisers, and that I thought he ought to get somebody else; but he said he wanted me because we had not had any experience. There are only three houses listed and two of them are perfectly satisfied. The third one is not. There is a difference of opinion. Some of the boys believe they have been benefited by this House Mother; the balance do not think it is worth the expense. They have been trying the plan for five years, I think.

We have had that plan for four or five years, and I have been disappointed in that not more fraternities took advantage of the opportunities offered. Our Board of Regents agreed that they would give free tuition in the Graduate School, Law School, School of Business Administration, to any faculty adviser selected by the fraternity where the fraternity gave board and room. The selection is made by the fraternity with the approval of the University. In other words, the fraternity nominates the man they wish to select and if his credentials are satisfactory to the Dean of the school in which he wishes to enroll, he then presents them to our office and if satisfactory, he is approved.

There have been only eight fraternities that have taken advantage of it. At the present time, I think there are three. I asked each one of these groups to report, giving a short statement as to how they felt about the plan. I got reports from six of them out of the eight. Out of six, five looked favorably on the idea; the other one did not, because of an unfortunate experience which they had.

We recommended, although we did not require, that the adviser be a graduate of some other college than Michigan, and that he should have been out of college for a year or two. The best advisers we have had filled those qualifications. We have had one or two that went directly from their senior year at Michigan into the job of adviser the following year in their own chapter. Those men have not been successes. I think they might have been in some other place.

Personally I believe very strongly in the adviser's system. I am not so certain about the House Mother plan, although I feel that if you can find the right type of women to live there and take part or help in the management of the house without interfering too much, it is a good idea. It does have an influence around the house which is good. I have told you what our experience has been. It has been

very meager. Three fraternities out of about forty have had House Mothers; eight have had advisers, and at the present time there are either two or three with the adviser system.

One of the best advisers we have had was a young man who had been traveling secretary for his fraternity for two or three years. He came to Michigan and acted as fraternity adviser for a year and did very well. He, himself, said he felt that he was trying to carry too much work at the Graduate School at the same time. He recommended that a fellow should not take more than half work in college while on this job. He also recommended that if possible, the man stay for two years on the job rather than one year. (Applause).

Chairman Heckel: Dean Stephens, of Washington University, has another phase of this subject.

Dean G. W. Stephens (Washington University): Mr. Chairman, and Friends: I may say first, sketching the situation we have at Washington University, that there are no requirements on the part of the University with reference to any of the fraternities about either having a House Mother or an advisory tutor.

The University of course reserves the right to require a House Mother as it has done in a few instances, if in its opinion the situation calls for that.

Getting as best I can to the hardest matter, I suggest that we are dealing here with something which exemplifies the personalities of the House Mothers if you have one, the advisory tutor, or the average personalities of the fraternity group, and that is going to go very far in determining the wisdom of a given set-up.

I myself subscribe to the principle that the House Mother is most strongly to be desired. I base that belief on the fact that a boy who comes to the University has left a home in which there was a mother, and that after all, the fraternity house should be the nearest equivalent to a home in the literal sense.

I cannot avoid the feeling that taking the average case, the tone in a house, is wanting in the absence of a woman—assuming that she is the right kind—something that is going to make itself manifest.

I am ready to acknowledge perfectly well that you find a good many exceptions to that, and I fully subscribe to the idea that certain House Mothers are worse than none at all. But then again, you get a mother who has common sense and judgment, who can function as a mother in the kitchen, the dining room, the sleeping quarters, and perhaps above all give that tone to the general life of a house.

At Washington University we now have two or three fraternities in which advisory tutors are to be found. Their system has not been going on for more than two or three years and it would be premature to offer an evaluation of it. I do not believe it is appealing to the general desires of the fraternities. I do not believe that we are going to find that system extended in the future. As a matter of fact, the representatives of one or two have already come to me speaking about

certain plans for next year, and they have suggested that they thought they would discontinue the practice, not so much because it was a distinct failure, as because there was a lack of atmosphere. They felt that to re-establish the House Mother for the tutor would be giving them something that they were missing.

That, in a very sketchy and incomplete way sums up what I think may be called the general situation as we have it at the institution I represent. I simply conclude by saying again that we have to be prepared for a great variety of conditions and circumstances, but taking it, perhaps, as an average, taking it as we find it, characteristically or typically, I want to go on record as being in favor of the principle on the House Mother. (Applause).

Chairman Heckel: We will now have an opportunity to hear a college professor. Mr. Robert Aurner.

Professor Robert R. Aurner (Sigma Alpha Epsilon): Mr. Chairman, and Members of the Association: I fall into that group who believes very strongly that the House Mother is a desirable addition to a fraternity. I am in agreement with Dean Stephens in being committed to that principle, and I base the personal commitment which I have upon the fact that as far as my examination of chapters having House Mothers goes, I discover a tone in the direction of its improvement.

I say these things fully aware of exceptions, and decidedly, there are some chosen as House Mothers who should never have been permitted to accept such an assignment.

The point that appeals to me is that the House Mother from the very opportunities which are made possible by her presence in the house, solves one of the finest problems of the social aspect of the fraternities. Now, you and I know that if there is any sore problem which is ineffectively taken care of, which is very poorly handled, and which is probably the most subject to criticism in fraternity administration from the social angle, it is the problem of the chaperon. The House Mother solves this problem. No longer is it necessary to subject the local couple to the indignities which take place.

On the other hand, the House Mother need not necessarily be a permanent overhead expense in the sense of a complete net addition to the operating costs of the house, because if you get the right type she will save because of her efficient ways, and because of her capable supervision, more than she will cost. There may be a net economy involved. The housekeeping details, the preparation of effective routine control, and the preservation of the assets of the fraternity in the way of furniture, will make a sizable offset to her living expenses. The motto, "A stitch in time saves nine" will appeal to anyone of you who have examined the depreciation which can be taken care of, before the rips and tears get too big. I have checked it and received the confirmation that housekeeping in fraternities in general is atrociously bad. The best kept fraternity on this campus is, I am informed by the inspector, worse than the worst kept sorority. In other words, the

sorority House Mother has grown accustomed to shoulder the responsibility in checking the operations of the house from the kitchen to the front door.

The assertion on this campus is commonly that you cannot get 38 effective personalities to take care of 38 fraternities on the campus. But, I maintain that something is better than nothing; and if the personality is reasonably good and the planning head is reasonably good, the House Mother will work an improvement.

A fraternity which is unsupervised with no general background, personality does get gipped, does run into debt, does allow bills both active and inactive to collect to mountainous proportions. Then in the managing of fraternity administration, the personnel is uneven. The character and caliber of the officers who are voted into offices are uneven. There is no accumulated experience.

I know there is another counter argument that the fraternity houses have not been physically equipped with space to take care of a House Mother. Again I say that it is simply a case of an investment which will pay satisfactory dividends if it is once made.

May I conclude by a reference to the Tutorial Adviser and give you my attitude there? I think it is an undeniable fact that the quality level of the personnel of our National Fraternities is amazingly unequal among the chapters of all the National Fraternities.

That, in my judgment is exactly what the fraternity system suffers from most—the absence of the balance, or of that sense of continuity. We have a turnover of 20 per cent a year or more, and it goes to 100 per cent in four or five years. We have one student completing the cycle in such a short time that there are these periods of ups and downs.

I think that it would be a proper conclusion to suggest—and I make this statement from the standpoint of such experience as I have had as a scholarship officer for a fraternity—that no chapter should ever be found ranking in social prestige or scholarship below the all men average of the institution of which it is a part. I am convinced that a Tutorial Adviser or a Chapter Adviser has a very constructive effect upon, let us say, the social program, knowledge, or what I called a social “know” over a period of time.

To develop such a standard either from social or scholarship, is something that we do not see in the fraternities. We ought to have seen it long ago as members of fraternities or officials having to do with them. We ought to avoid the challenge of the all men average.

Now, toward the solution of this problem, I think this Tutorial Adviser can be a power. For example, I feel that he should ask himself frankly, “How can I give the members of my chapter an inkling of the fact that the fundamental reason they are on this campus is to get an education of decent quality? How can I keep the emotional bond of fellowship strong, but at the same time enforce the obligations of the efficient chapter's operation? How can I emphasize the fact

that a part of this efficiency is a decent standard of scholarship? How can I make these boys of mine realize that social distinction is sometimes only an empty honor, unless founded on integrity, good decent discharge of debts, and sound scholarship? How can I make it clear to every member that social brilliance is feeble indeed in the long run unless the superior scholarship is maintained?" The getting of a decent education seems to me to be the prime obligation. If that means anything, then the chapter adviser will first and foremost insist upon intra-house organization for the continuous benefit of scholarship.

I am optimistic for the future if some means are definitely taken to install this business of continuity, to get some factor in there that will help to carry over the gaps.

I suppose I would have to say then, in conclusion that I am heartily in favor of either the House Mother or the other, believing that it is not economical to install both. As far as the personalities and their lack of it, that is something on which we have to work. It appeals to me as a fact that from no other source than from some more mature outside influence can we duplicate and preserve the values of the fraternities that came from the sense in which it was originally founded.

I agree that there may be economic difficulties in the way, but I think they can be ironed out by a steady search for the right people. (Applause).

Chairman Heckel Mr. Rodman: who is a graduate student and resident counsellor of the Delta Kappa Epsilon chapter will address us.

Mr. G. B. Rodman (Wisconsin Graduate School, Counsellor Delta Kappa Epsilon chapter): Here are just a few things about House Mothers from a general observation. I think that one of the trends of education seems to be toward having a more masculine atmosphere, particularly in a coeducational university. There is so much emphasis on the feminine side, with feminine instructors and outside diversions, that we are getting away from something of the masculinity of the older eastern colleges.

I think you will notice that the Harvard House Plan and the Yale House Plan are moving back toward a system comparable to the Oxford idea of an essentially masculine university. I do not think that the Graduate Advisers do much to further that, but I do believe that the House Mother system gets away from that idea which Harvard and Yale have found fit to turn to.

One of the economic advantages of the Tutorial Advisers as opposed to the House Mother is that the system is a good deal less expensive. None of the Tutorial Advisers whom I know received salaries, merely board and room. That does not make it financially difficult for the fraternity to take over such a system. The big disadvantage in the House Mother system is in not being able to participate in the chapter meetings. The new members taken into the chapter are discussed at house meetings, and that is one point of contact where a

Tutorial Adviser can intimately influence the future policies of the house.

Then too, I believe the Tutorial Adviser, although all of them with whom I am acquainted do not actually tutor the students, can keep a closer check on scholarship. He is in the university and knows the scholastic problems. He is in position to discuss the problems with the freshman more intelligently, and to go about having some chapter policy upon scholarship. That, I believe is something that a House Mother would have difficulty in doing.

As for the House Mother being a chaperon, I believe that the Tutorial Adviser, being closer to the student, is in position really to know what is going on around the house more than the House Mother would be. He is able to get beneath the surface and to recognize adequately just what the social problems of the house are and to take necessary action, whereas, I believe it would be much harder for a House Mother to penetrate the surface.

Here are just a few of the things which some of the Tutorial Advisers here at the University of Wisconsin are doing. We have occasional meetings. We get together and discuss our problems and in that no two of us do exactly the same thing, we find out what the others are doing.

One of the best services he has done here is to get the financial situation straightened out. He, being an older person and having matured judgment and being somewhat above the relationships of the chapter, has been able to take definite action to iron out the financial situation of that fraternity.

Then, I think the Tutorial Advisers can play a part in the rushing. I believe that most of us feel that it is up to us to keep out of the definite rushing procedure; but we can look up the men, investigate the qualifications of the rushees. That is the most fundamental thing in perpetuating a sound fraternity chapter—the taking in of the proper sort of men. I think the Tutorial Adviser can give good advice on that.

Another thing is in handling the alumni relationships. A Tutorial Adviser, is in position to know who are the alumni to be counted on and in just what way to go about contacting those alumni for the necessary things that the chapter needs, not necessarily for getting money, but for advice in carrying on the business of the chapter in general.

Then the regular meetings of the Tutorial Advisers where the problems are discussed are meetings out of which many worthwhile ideas are sifted and which can be passed on to the fraternity house itself. We found that during the "loose" years, the fraternity houses had taken several forward steps as a result of suggestions made by the Tutorial Advisers. (Applause).

Chairman Heckel: The last speaker is a member of the Inter-

fraternity Board here at the University of Wisconsin, and a senior in the University. Mr. Smith.

Mr. Shea Smith (Wisconsin '38): Mr. Chairman, and Members:

I think whether a fraternity should have a Tutorial Adviser or a House Mother depends entirely upon what the chapter wants and what the chapter is. When you think over the advantages of a House Mother, you see that the House Mother in a fraternity does approximate the conditions of a home.

It will probably improve the manners of the members. The House Mother is more or less of a personal check upon the members of the fraternity; whereas, a Tutorial Adviser I feel is more or less of a check on the fraternity as a fraternity.

I happen to be a member of a house which has a Tutorial Adviser. A Tutorial Adviser, I believe, can understand the problems of a fraternity better. I think he can probably instill more spirit in the fellows than a House Mother can; and if the fraternity is inclined to be slightly cliquish I think it can probably bring the fellows together a little better.

Whether a fraternity has no House Mother or no Tutorial Adviser, I think depends entirely upon the chapter and upon the alumni chapter in the community. I think it is a very dangerous thing not to have because, unless the officers of the fraternity are very capable and never forget at any time their duties to their fraternity, the men may throw away all traditions and go off on a "toot" so to speak, once a month or once a year. I think that the fraternities should not be placed in such a position as to have them brought out in front of the Dean of Men at some time for some folly that they happened to commit in a moment of folly. (Applause).

Chairman Heckel: We regret that time does not permit a general discussion. Dean Goodnight has suggested that we have a show of hands as to those who favor, first of all, the House Mother. (37 raised their hands.)

Those who favor the Tutorial plan rather than the House Mother. (20 raised their hands.) Those who favor neither the House Mother nor the Resident Advisers. (No one raised his hand.)

....Mr. S. S. Howe, Kappa Sigma, assumed the chair....

Chairman Howe: We will conduct this as a panel discussion. I will make some introductory remarks and then our group will discuss among themselves the various topics which are brought up.

Certainly, we all agree that fraternity alumni relations are important and necessary. We concede, too, they should be improved whenever possible. Our every day campus observations convince us of their value. For instance, you notice that the fraternities which are the strongest and best managed are those which have the best alumni backing and supervision. You realize, also, that your college or university has much to gain, indirectly, as a result of better fraternity alumni contacts. The closer the contacts between an alumnus and his fraternity, the closer are the ties between that alumnus and

his Alma Mater. Particularly in the case of the large university, the fraternity offers a more intimate unit for connections with the campus.

When we consider the means of improving fraternity alumni relations two facts stare us in the face:

First: After more than 50 years experience, we have learned that we have failed in making the undergraduate chapter alone responsible for the improvement of its alumni relations. If any of us have permitted a chapter to go without any alumni contacts on the mere excuse that it is the undergraduate's fault, we ought to be ashamed. For not much has ever been done, and not much can be expected if the undergraduate has the whole responsibility. In four, relatively short years—at least before he realizes the reasons and possibilities for improvement—he has become an alumnus himself. Before Commencement he ordinarily does not have an opportunity to meet many alumni.

The second fact facing us is that we cannot expect fraternity alumni relations to improve very much without some organized plan to insure continuous activity. In every fraternity's history there have been occasions of organized and enthusiastic alumni activity. Some leaders arise and with a great deal of personal force make it possible to build a new chapter house, to wipe out a bad condition in the chapter, or to accomplish some other goal. Too often, the alumni enthusiasm which has been developed for the specific purpose is dropped the instant the goal is reached. When no further immediate need is pressing, how many chapter advisors advocate the fraternity has no time or money to afford alumni contacts! Yet, good alumni relations cannot be built on spurts, no more than a fraternity can expect to be classed as one of the best on the campus by attaining superiority only on rare occasions.

A fraternity is not a business. It does not belong to any one individual or group of stockholders. It depends entirely on volunteered and unselfish leadership from both its alumni and its undergraduate members. As long as the fraternities have to muster their alumni support and interest without paying for it, they have to go about attracting it continuously. To assure that support and interest there must be regular activities first to make his college and fraternity as appealing to the alumnus as his Rotary club, his country club, some local charity or his poker club—all of which are competing for his limited time. And, then there must also be activities to furnish him with an idea of where he, individually, fits into the picture—to suggest what he might specifically do, to keep him informed of what is happening and to reassure him that his interest is not desired only when his pocketbook looks attractive.

It has been my observation that when a chapter gets into a poor condition, the fact is known to only a handful of local alumni. The lack of leadership of those alumni may have been responsible for the chapter's downfall. The situation drifts along to an almost unbearable condition when alumni aid becomes imperatively needed. Finally,

the news is rushed to all the alumni, most of whom are quite surprised because they have heard nothing from, or about, the chapter in years. By that late date it is difficult to get alumni enthusiasm aroused.

The ideal situation is to keep alumni relations in healthy shape year by year so all alumni will know about each deviation. Assure their spontaneous interest before the need arises and ordinarily the need will never arise.

Our discussion today should deal with concrete ideas for increasing and strengthening fraternity alumni relations. Each of us have various ideas in this connection and I believe it would be best to open the discussion that the greatest number of suggestions may develop.

Mr. Lasher, presuming our chapters had scarcely no relations between its undergraduates and its members—except possibly an inadequate annual letter, and perhaps a disappointing reunion some football week-end attended by only ten or twenty alumni. What would you do to improve this situation and possibly try to create a situation whereby the improvement might stick? What would you do to go about clearing the situation in your own chapter?

Mr. G. S. Lasher (Theta Chi): One of the speakers earlier in the program made, what to me is the most significant statement that will apply to this problem. He said that the most important thing is a continuity of interest that will carry on, not merely because of the enthusiasm of a single individual, but of a group; and it is because of that fact that I feel that the most essential thing is to develop an alumni association and not a building corporation—an association made up of the alumni of a chapter who will then feel that they have some responsibility toward this group of young men whose personnel changes so rapidly.

If this association is going to really function, it is going to have to have some objectives. I feel that one of the things that has been wrong is that the responsibility to maintain alumni active relationships has been left to the actives, instead of that responsibility being taken by the alumni. Therefore, an alumni association that has definite objectives and a program for work, will, I think solve our problem; and I want to refer to my own chapter and its alumni.

In the first place, may I say this: They paid dues. I think that is the first essential. You have to get some financial participation before you get any interest. Despite the fact that it is only a dollar a year, it helps.

Then they have a service of committees. One is established to carry the House for job placements and business information for both actives and alumni. Another directs the work of the class secretary which every year sends out round-robin letters among those men who knew each other when they were in college. Another committee directs the alumni efforts to obtain information in regard to prospective students who may come to that campus. Another has charge of the reunions, one in the fall, and the most valuable one in the spring

for men only. Another committee takes care of gifts, both that alumni want to give or that actives feel they would like to have. Another cooperates with the mother club. And the last one which has established an award for distinguished service in alumni work.

That to me is the first step in developing a responsibility on the part of the alumni toward the active chapter.

Chairman Howe: Dr. Lasher used the word, "active chapter." I have been doing a lot of thinking lately and I think we should all stop using the words, active chapter and use the words undergraduate chapter instead.

Mr. Lasher: I have tried that and I found it extremely difficult to maintain. I think you are right about the activity.

Chairman Howe: Speaking about former alumni associations, I have observed something very successful, I thought, in alumni promotion. They have an alumni association for the chapter whereby the set-up is that the man graduates out of the undergraduate chapter and becomes an alumni. I think that is a good idea, too, of having dues.

I recall a plan of one association whereby they have an election of directors once a year by mail ballot. I think that is smart because ordinarily most of these alumni associations have an alumni meeting and there may be no more than five, ten, or twenty-five people attending. Actually, 25 people are not a good representation, and so there are only 25 people participating. It is a good idea to give that man, even if he is out in China, a chance to vote for the people who are going to be officers.

Mr. W. M. Walden (Alpha Chi Rho): I am going to say this: In my own fraternity, we have what we call, graduate chapters, composed of all the graduates of Illinois and all the graduates of Wisconsin and so forth. We have national dues of \$4.00 a year, \$1.00 of which is given back or refunded to that graduate chapter giving that chapter a financial means of doing something for the resident chapter.

I think that is a much better plan and follows right along with what Mr. Howe has said. They meet only once a year as a group, but they have a President, a Vice President, and a Secretary-Treasurer, and on those three men lies the responsibility of looking into the chapter's organization. The Secretary-Treasurer is usually elected because of the fact that first, he has to be a good man; second, he has to be geographically located near the chapter.

We have made quite a little study of chapter mortality in the last two years, and we find that the average chapter cannot do much better than the college from which it takes its members. If the mortality of a college is 50 per cent between the freshmen and seniors, you will eventually find that the mortality of that chapter will be about the same. I find also that Mr. Lasher is quite right in charging dues. We find that the man who pays dues is the man who is taking an interest in things.

We also find through the study, that the man who does not

reach the graduate year or his senior year, as a general rule, is not a good graduate. We are now endeavoring to put into our chapter a requirement on scholarship. We find that a man who has a good scholastic average in high school and college eventually is the man who gets the job, who takes an interest in things. If you will build up in your chapters, a scholastic requirement, the chances are that you are going to get better men who will stay with you and keep up an interest. (Applause).

Chairman Howe: Where a man is paying some kind of dues or doing something toward the chapter now and then, I do not think it ought to be carried too far. It should always be for a purpose. He will have more interest in it.

Mr. Stare, you and I were talking about the alumnus we felt did not act in behalf of the chapter in the sense of duty. What are your ideas on that?

Mr. Stare (Wisconsin Graduate School): I do not feel that alumni have an interest in a chapter because of a sense of duty, rather I think it is an interest that they have because they want to have an interest. Increasing alumni cooperation for a chapter, must necessarily have a selling angle. Any activities which the chapter may do toward increasing alumni interests are, selling the alumnus to be more interested in his chapter.

If there is an interest in selling alumni interest, and alumni promotion, we all know that rare contacts between the alumnus and the chapter is not good salesmanship. Ordinarily we make our purchases from persons or firms which are well known to us and respected by us. Since most alumni are located at a distance from the chapter, the mails have to be depended upon for some contacts.

I think probably all chapters send out some form of a printed or mimeographed letter or publication. I personally prefer printed publications to mimeographed ones. They can carry more material without getting bulky, and, most important, it is readable. What good is money spent on alumni communications if they cannot be read?

Mail to alumni from the chapter ought to be fairly frequent for better salesmanship purposes and so the news can be timely enough to be interesting; at least three mailings a year.

Another thing and a very important thing, is that the chapter must be educated to the fact that the alumni publications or letters must be interesting to the alumni, much more so than to the boys in the undergraduate chapter. Many publications waste valuable space with chit-chat about boys in the chapter and this is useless. It is very important then, that the dominant contents of the effective chapter publications should be news about alumni.

If an undergraduate chapter's budget cannot afford a regular issued publication, some means should be found to support one. I think probably the most logical means is an alumni association. It is

better, ordinarily, to send the publication to alumni without a subscription charge; an alumni letter should not be made a dunning sheet.

They get enthused because they want to get some money and as soon as they get the money, rug, or furniture, they forget about the contacts and have to start all over again. I think it is much better to have an alumni paper and keep it as a paper for the interest of the alumni. However, I do think that the alumni should contribute to the support of it. (Applause).

Mr. Knapp: I would like to raise just one point. I think there is a danger that alumni interest can grow to too great an extent from the administrative side. Assume that the fraternity is an integral part of the university and has an educational job. Are we assisting it to do its job? From the administrative angle I am concerned when an alumni organization is so strong that the boys of that chapter have no business responsibility any more. The argument that they learn disappears.

I am concerned when the alumni are so strong in any chapter that any question which comes up involving the necessity for the chapter to take a stand, I am told that they must wait until taken up with the alumni organization. If the fraternity is training its men to accept responsibility, and to develop their own leadership, there is a limit in how far we can go in the development of alumni strength.

Mr. J. N. Dieman (Wisconsin '38): I can say that I do not think I am going to be an alumnus who is going to walk out of the fraternity life when I get out of here; because if we all did it, you know what it would mean. Your fraternity would fall down on the members, the undergraduate members of that fraternity.

The fraternity is going to mean a lot to me when I get out. I am going to use it as an accessory, and come back and maintain relationships and keep in touch with members of the fraternity whom I knew when I was in school. It has meant a lot to me already. It has meant a source of information concerning jobs. I have written to alumni of our chapter and other Delta Chi chapters asking them what they thought of this occupation, or that profession and I have received very fine answers. It has been very encouraging to me to see that they have taken such an interest in members whom they do not know.

So, I think it is up to all of us. It seems to me that you men have maintained an interest in your fraternities but it is up to the undergraduates who are getting out of school next year and the years that follow, to stick in there and back up their fraternity, pay their dues, back it up all the way, and really try to do as much for the fraternity as the fraternity has done for them in the past. (Applause).

Dean J. H. Newman (University of Alabama): The first thing is that an alumnus must be classified because an alumni celebration at the chapter house to a number of people, will mean a bunch of drunks coming back for an active chapter to handle. We must do something about getting a different type of alumnus back to the chapter house.

So, we had better classify our alumni and try to do something for the other type.

In answer to Dean Knapp's question which he has raised that an alumni organization might get too strong, this thought occurred to me: That the tentative member's first contact was with the college. This discussion has omitted the institution entirely. There must be some coordination of the fraternity program with that of the school. The fraternities should coordinate the loyalty of the chapter as well as the loyalty of the college. The same men belong to both groups. The colleges have a responsibility here not to be jealous of the alumni loyalty to fraternities.

There are a number of groups that would say that this man is loyal to his fraternity but not to his college. That college must be shown that loyalty to that group means loyalty to the college at the same time. There are any number of ways we can appeal to outstanding men. I think it is always flattering for an undergraduate group to invite some alumnus back on the campus to appear before it.

If that invitation is supplemented by one from the college, there is a stronger appeal made to that alumnus. In that way the alumnus is identifying himself with certain educational objectives of the institution. The active members of the chapter will see that those objectives are worth while and that successful men endorse them, thereby rendering a service to the active membership as well as to the institution. It is simply a matter of cooperation between the active chapters, between the alumni groups and between the institutions. Unless we have something that will enlist the men under these three banners, we will not get very far. (Applause).

Mr. Lasher: I would like to suggest that the alumni association of which I spoke can take care of many of these things if you get responsible men to lead that organization. That is a solution to a good many of the problems.

Chairman Howe: That is all, I believe.

President Gardner: The chairman of the next panel will be Dean Robert Rienow. The topic I am sure will interest us, "Progress in the Elimination of Hell Week."

Dean Robert Rienow (University of Iowa): I am not here as a Dean of men. I want to be for just a few moments, a fraternity man. Nearly 50 years ago on this campus, I was initiated into Beta Theta Pi, and for nearly 50 years I have tried to maintain my faith. I have confidence in this group of fraternity men that is growing up, and this year I am celebrating 25 years as a Dean of men. I think I am the oldest one in captivity in the way of service.

I want to say to everyone here as fraternity men, that the presence on this program of a subject known as, "The Elimination of Hell Week," to me is a distinct disappointment, not in the way of criticism of the President or whoever made out the program—I think it was wise in

putting it there—but a disappointment that there should be a place on any fraternity program for such a subject.

We are considering seriously the perpetuation of fraternities. Relating to their permanency, we have talked about House Mothers, Tutors, and alumni, which are all mechanisms. We forgot that we make alumni in our active chapters. That is where we make alumni just as institutions do. If you have poor alumni in various states, look to your own doorstep and find out why.

Now, in regard to Hell Week and its elimination, I am going to leave that to these men who have been put on the program. The first gentleman who will speak will be Dean Cole of Louisiana State University.

Dean J. P. Cole (Louisiana State University): Mr. Chairman, when this assignment was made to me, I got the views of a number of students on our campus.

It seems to me that sometimes after ten years of service we lose the touch of the students. When taking this assignment, I was not asked whether I approved the elimination of Hell Week, so I will give you my conclusions at the end.

These are the views of the President of our Interfraternity Council: First we have the advantages.

First, it stimulates interest and brings about closer harmony among pledge brothers; second, the pledges get to know the active members better; third, it follows the fraternity tradition which is lacking so to speak. Since the university moved to its present location—we have only been there for twelve years. We moved from the Northern part of the city to the Southern part—it has let the pledges know that they must learn to give and take is the next advantage; fifth, it breaks the pledge monotony; sixth, it makes boys determined to get initiated; seventh, if well managed it will accomplish the purpose set out for, and nobody is hurt.

Here are the disadvantages: First, some people know no means to an end in taking advantage of a freshman; second, it may interfere with their work—cause them to fail in their school work. That is the view of our President of Sigma Nu.

Here are the views concerning Hell Week as voted down by the President of our student body, a member of Theta Xi:

- A. It eliminates the "horrors plan" which throws emphasis on the worst side of fraternity life.
- B. Makes possible greater emphasis on social and academic life.
- C. Raises fraternity life to a higher plan of social relationship.
- D. Removes distractions from studies.
- E. Is in accord with the movement to bar freshman hazing.
- F. Makes fraternity life more inviting to pledges.

G. Oblivious to the friction and discourse which might arise between jealous hazes during Hell Week.

I have jotted down some of the statements of outstanding members of fraternities on our campus. The first one is the statement from a member of my fraternity—Kappa Sigma. "This fraternity has abolished Hell Week altogether and does not even practice it in a moderate form."

In another fraternity, the national office is not only against the old form, but the general chapter is against it. There is little baiting. As a pledge is being installed, only his big brother is allowed to get him lined up. They must be subservient to the actives. The fraternity house is gotten in ship-shape by the pledges, who are required to wash floors, do painting jobs, programs are given to amuse the actives, day to day diaries are kept by the actives. No horse play is carried on outside of the fraternity house.

Here is a statement from another fraternity leader: "The old Hell Week idea has been abolished, and the program is a modification of it. There is no horse play outside of Hell Week. They feel that they should have some week for their enthusiasm, and to put the pledge in his place.

Another fraternity leader says that they practice no Hell Week at all. Another, "The old Hell Week has been abolished." They have been put through more of a mental strain than a physical one. Pledges must keep the actives amused during the week, by producing limericks during the meals, putting on plays, and so on. They feel nothing is gained by beating them. It causes grudges which are never outlived. It is only in the case of very unruly pledges that a paddling is given. It is called probation week rather than Hell Week. Another fraternity believes in a modified form—a little paddling and the usual horse play—in the fraternity house and not on the campus. At another fraternity, they have abolished the old idea of Hell Week. They have a mild form and practice the usual horse play.

Another one says, "The old Hell Week has disappeared. Only one night is set aside to take the boys for a ride." This means that the pledges are taken a certain distance from town, put out of the car and told to get home the best way they can. They agree that the practices of Hell Week should be abolished, but feel that something should mark the period prior to initiation.

The last one says, "The national office is against Hell Week, and the chapters here practice it in moderate form with no public demonstration. They do about the same things that the other fraternities do during that period."

My recommendation would be to take the "Hell" out of Hell Week. (Applause).

Chairman Rienow: We will now hear from Dean Fisher.

Dean M. L. Fisher (Purdue University): About six years ago, we decided in our institution that Hell Week was not accomplishing what

it should be doing and that they were not the results desired. A committee was appointed by the President of the University, consisting of faculty and students to study the proposition and make some recommendations.

They made a recommendation on two points in particular. Previous to that time, the so-called road trips had gone to an unreasonable extreme, some of them to a distance of as much as 50 miles round trip. The committee brought in a report requesting of the chapters to see to it that these trips did not exceed fifteen miles round trip. That recommendation has been quite well followed out by the chapters. As far as I am able to determine, a considerable number of the chapters do not have a road trip.

Another recommendation required the rough work, the real "hell" part of it should be done within the chapter house and not paraded around through the town. Some of that parade was silly; some was entirely objectionable. No longer do the boys go down to the post office after the mail carrying a trunk supported by a detachment of militia, nor rush through the sorority houses and cause commotion.

Several years ago, the fraternity organization asked the faculty to cooperate with them in putting off the tests and examinations until after Hell Week. They passed it with a favorable vote. Neither party carried out the agreement in full.

Several of the chapters continued to spread their Hell Week over several weeks instead of one. A number of instructors who were not members of fraternities and not very sympathetic, slapped on their biggest tests during that particular week. Our fraternity President at the present time is asking the faculty again to cooperate with them.

The President requests that there shall be just one week although all chapters agree that they will have probably no more than three days of Hell Week, such as it is. At the present time the council is working toward a more constructive program for Hell Week. They will take the "hell" out of it, and they will try to make it more of an educational feature.

Now, whether its subsequent President's Council will do what the President wants to do, I cannot tell. I am pretty sure that the faculty is going to cooperate with the boys. I believe our cooperation is much better than it has been before. If there is good spirit on the part of the chapters, we will come through with a very decided improvement.

I want to pay just one tribute to another factor in our situation. We have at our institution what is known as fraternity voices council. It is made up in some instances of alumni of the chapters. In other cases it is made up of some faculty members who have been chosen by the chapter, and sometimes from some prominent citizens of the town. These men—older men—have a meeting once a month, in which they discuss fraternity problems, so they can make certain recommendations to their own chapters. They furnish me with a copy of the minutes and ask my help in some matters. (Applause).

Chairman Rienow: I would like to call on Mr. J. D. Scott.

Mr. J. D. Scott (Delta Upsilon): Brother Chairman, and Gentlemen: I find that in our 61 chapters it is sometimes a question of what is meant by Hell Week. Do we mean the protracted exterior display plus the sadistic phenomena applied in the word paddling, and do we include house work?

My conception of Hell Week of course, has for a good many years been anything that is not constructive and that might tend to be degrading either to the one who departs the disastrousment, or the recipient thereof, or which might cause reflection on the institution, the college, or the fraternity.

I believe that we have made a good deal of progress in the direction of the elimination of Hell Week. Imagine my surprise, to read in a Boston newspaper last December, on the last day of our Conference in that region, that the Conference of Delta Upsilon had passed resolutions requesting the general fraternities to lay off the stress in the matter of Hell Week, that they wanted mild forms of Hell Week entirely at their disposal.

I am not sure yet, just how to classify the resolutions and to define the word mild forms of Hell Week. I do find that of our 61 chapters there are quite a number that are groping for something to take the place of the old time outrages.

Some of you who were present at the Secretary's Meeting two years ago, just prior to the Interfraternity Conference, may recall that I promoted the resolution at that time that all of the fraternity secretaries communicate with their chapter in an effort to have a favorable vote in the matter of the abolition of Hell Week on that particular campus. I consulted a few later on. They had received letters from a large number of the fraternities—carbon copies that had gone to the chapters on that particular campus.

This year, however, it does not seem to be so good. It is a case of constant vigilance. I believe that at the next meeting of the Association of fraternity secretaries, an effort should be made to revive the agitation, despite the letter I received. I would suggest that you consider very carefully, a resolution to the effect that each of the chapters be bulletined to speak and vote in the Interfraternity Council on the campus against outrages.

I believe that if we could rid the North American Continent of this black eye we have, we would have a better chance to get along indefinitely in the future. It is decidedly childish for men, who will claim in all other respects to be grown men capable of conducting their own destinies and running their own affairs, to indulge in some of the things that have been committed in the name of the Greek letter societies. I hope we can make still further progress to clear the atmosphere and have fraternities recognized as grown up institutions and not as high school fraternities. (Applause).

Chairman Rienow: We will now hear from Mr. W. W. Kergan.

Mr. W. W. Kergan (Kappa Sigma): Mr Chairman, Friends, I was glad that my Brother Scott mentioned the need for a clear understanding of what we men mean by the words, "Hell Week", because unfortunately, due to the publicity given to Hell Week as such, some ignorant chapters have discovered that there is such a thing or should be such a thing as Hell Week.

You know, there are people who do not hear about things until enough publicity has been given them, and in the last few years enough publicity has been given Hell Week so that every chapter of every fraternity learned there was something they should be doing in the week prior to the formal initiation. Unfortunately, some of them took the words literally and seriously, and some of the candidates thought they took them only seriously.

I found one of our chapters had reported to the Dean of men that their traditional long walk was not only traditional, but that it was also part of the National ritual. When we investigated, I discovered that in that chapter, the idea has persisted—that the long walk was not part of the initiation ceremony.

Thus, it had become a tradition as college men understand the word. That long walk, I discovered, is a serious proposition. It is not very long, but it leads from one point to another with a serious message given to the man at each of the points. Those points conform in some extent at least to a theory underlying our ritual.

I also found that the Dean was slightly incorrect, and you know Deans can make errors the same as secretaries. (Laughter). The chapters had not told them that it was part of the initiatory but that it was something they would like to do, and in the hazy mist of two years time, everybody became confused. However, the matter is now straightened out.

Now, I think we can accomplish a lot for the colleges and the fraternities by these conferences. I had hoped, Mr. Chairman, that we were to have a panel discussion, because I think the question and answer method would have produced more real good.

I leave with you this thought concerning Hell Week: To take from that Week the word "hell" and if we are to eliminate informal initiations, we cannot go to our boys and say, "This must be stopped." Let us be intelligent enough now if we are going to tell boys what not to do, tell them also what they can do. In other words, let us make this informality a matter of construction of character, rather than destruction of character and physique. (Applause).

Mr. Scott: I am afraid that Dean Rienow is going to be too modest to mention the Supreme Court that has been set up at the University of Iowa. I believe that they have the solution there. (Applause).

Chairman Rienow: I think we have solved the problem rather well, but I can say just this: This whole thing is going back to the one fundamental fact that if fraternities are to remain permanent parts of

educational institutions they must put their houses in order and meet competition. When the time comes that fraternity men understand that the "playboy" stuff, and the "Joe College" bunk has got to be filtered out of fraternities, they will do it themselves.

I am interested in how frequently we, as Deans of men and administrative officers, try to do the things that the boys themselves would do and can do and will do, if it is put right, straight up to them.

Mr. R. J. Shaw (Wisconsin '39): Dean Rienow mentioned competition. I have been with a Greek organization. I think I have about 1300 friends. That is in round numbers. There are 10,000 students here. We are the minority. Naturally, like any other fraternity we agree it is supremely necessary for us to demonstrate that the minority is superior to the majority. We gave it up as a matter of time more than anything else.

With our pledges, we had a Monday night session in which they learned facts about the fraternity and then we spent four or five days having a lot of fun, such as breaking barrel staves over our young pledges. It was fun for the actives and hell for the pledges. Then we had an initiation. Following that we prepared another group for another week of fun. At the same time we tried to run a race with about 8,000 people on the campus. It was a matter of time so we gave it up.

Now we spend four days. I admit we kept a little of the Hell. We have the Quest—a long walk. We confine that to Saturday night. The rest of the time we spend entirely on memorization of the facts of the fraternity and what is more important, the interfraternity spirit. By that I mean that we take the pledges and rather than have them entertain us at dinner with an account of their high school songs or horseplay, we have them come into our dinner table and name the outstanding people on the campus. We have a blackboard set up where they must learn to memorize the badge and pledge button of every other fraternity.

In preparation for this meeting this year, I decided at least we ought to be able to present the facts. We took a survey of the fraternities on the campus that conducted the Hell Week. Whatever I have to offer here is merely a report of the survey.

Of the 35 fraternities answering, we found that 26 or the majority, hold two initiations a year, and of those, the average initiate about 4:17 men in each year.

1. Do you allow ineligible men to go through pre-initiation ceremony at one time and initiation proper at another? 7 houses do, and 28 do not.

2. How long is your initiation period? One day to a full week; the average 3.1 days.

3. Are you regulated by authority as to the time length of your initiation period? We apologize to Dean Goodnight's office which asked the representatives not to include in that answer any regulations

here on the campus, but from the National chapter.

32 of the 35 houses admitted they were in no way regulated by an authority. One house was limited to 3 days by its national chapter, one to three days by its own house rule, and one to two days by its own house rule.

4. Would you honestly say that the conduct of your pre-initiation activities is well planned and directed?

34 houses, yes; one house, no. One house commented that any man in the chapter who interfered with the program as laid down by the pledge-master is in a position to be fined \$5.00.

5. In regard to your most recent initiation:

Were neophytes paddled? 26, yes; 9, no.

6. To what extent? 7 indicate excessively; 19 indicate moderation.

7. Did the period interfere with classes? 34, no; 1, yes.

8. With sleep? 21, yes; 14, no.

9. Was there a quest? 28, yes; 7, no.

10. In the conduct of it was private property invaded? (of the 28 having quests): 11, yes; 17, no.

11. Was any misdemeanor committed? (of the 28) 5, yes; 23, no.

12. Was there a work program? 7, no; 28, yes.

13. How much time was given to it? The answers ranged from 3 hours to 30 hours, with an average of 10.4 hours.

14. How much time to unproductive duties? Answers ranged from 2 to 21 hours, with an average of 4.6 hours.

15. In the entire period was any overdue cruelty shown to pledges? (Cruelty was defined as ice-water baths, bad food, sleeping on the floor, and so on). 6, yes; 1 "relative", and 28, no.

16. Is your entire pre-initiation period confined to your house? (This is exclusive of quests). 24, yes; 11, no.

17. If not, does public humiliation of pledges result? Of the 11 answering no to question preceding this, 1 answered yes, and 10 answered no.

18. Has any pledge ever given up during your pre-initiation ceremony? 32 answered no, and 3 answered yes. Of the 3 answering yes: Case 1: Because of illness; case 2: Too much hazing. This house also indicated that its neophytes were "paddled till blue" for a 65 hour hell week. Case 3: Independence of spirit. This house indicated that this occurred before the hell week was revised to eliminate paddling, and to cut the time from 4 days to 24 hours.

I have here five general trends which I think the answers show.

a. We are putting the emphasis on fraternity study, memorizing, songs, and so on.

b. Seven fraternities have recently reduced the time element.

c. Five fraternities have changed from a "tough" to a more "productive" hell week.

d. Alumni have been responsible for changes in one house.

e. One house indicated that the most recent initiates were not permitted to assume responsibility in hell week because they invariably were "too enthusiastic" and "abused the privilege."

This is my conclusion: Hell week should be largely abolished and greatly changed. It was my point to show you what we are doing here at Wisconsin. (Applause).

Mr. Baxter (Wisconsin '39): Mr. Chairman, Members of the Association: This paper that Bob has prepared was prepared with the idea that the fellows who answered the questionnaires were supposed to disregard the rule and be honest. (Laughter). Gentlemen, we have a good set of rules here at Wisconsin that covers everything in regard to the elimination of hell week.

The point I want to get across is that it seems to me, with all due apologies to Dean Goodnight's office, that the problems of the elimination do not lie with the administration at the Dean of men's office. They lie with the fraternity men themselves. As soon as they wake up to the fact that hell week is one of the biggest burrs in their sides, then we are going to get someplace.

They have started to do something about that. In Minnesota they have a fine system. They had a series of talks by outstanding fraternity men and outstanding Deans of men, and I think they are getting something done up there.

Here at Wisconsin we tried to plan on having a series of talks, but we plan to present them throughout the year. It seems to me that the average fraternity man will admit that he is not getting across to the pledge the ideals of the fraternity.

I have never been allowed to commit this horseplay on the men going through it, because I was in the last group to go through, but I can honestly say that I do not miss it. We have taken the attitude there that initiation is something for the benefit of the boys. We feel that our organization has lasted for almost a century and anything that can last that long, has something. Initiation time is the time to give that something to the boys that are going through.

We also started a plan of pledge discussions. They have been going for about a month, and one of the pledges came up to me the other day and said that it was the best idea he had run across. He was one of those "professional" pledges who had been around for about two years and never made his grades. (Laughter). The other night we had a discussion of grades, and I was surprised to find that the kid really started to study. He has done it for about 10 days now, and I think he got something out of it.

Now, if we can get across to any of the pledges of fraternities that there is an element of scholarship and fellowship in the fraternity that you appreciate at the end of four years, if he can get that in his

first year, he is much better off and has much more will to work. We have tried it, and I think it is coming to the point where every fraternity has to try it. Hell Week is one of our worst forms of publicity. In fact the newspapers are always looking for publicity about fraternities. They do not put in the paper about the fraternity that gives \$300 to the community union.

I think all this progress in the elimination of hell week is just one more reason for having a Tutorial Adviser. He is in the chapter room, an older man, and he is inclined to hold things down a bit, and our chapter Adviser is required to come to our hell week.

All this hell week stuff is bad on your rushing. All your parents hear about it and they are opposed to Greek organizations. So, what we are attempting to do with these meetings that the Interfraternity Board is planning to sponsor, is to build up for every fraternity man the ideals, the advantages, and show him the good of being a fraternity man. In other words, we want him to start to put all of his work into the fraternity when he is a freshman rather than wait until he is a senior. I do not think the average active gets any fun out of hell week, but it is tradition. I am here to state that one of the big problems that we have, is gentlemen like yourselves.

Our alumni came back to our chapter when we cut the hell week down to 24 hours and laughed at us. They called us a bunch of "sissies".

Might I end by saying that it seems to me finally, if the fraternities are to survive, with my meager undergraduate knowledge of the subject, I say that the whole point is to pierce the brain of the freshman with good, sound words, rather than his posterior with hard wood. (Applause).

Chairman Rlenow: Do you wonder, gentlemen, that after nearly 50 years as a fraternity man and 25 years as a Dean of men, when I listen to two youngsters like that talk today, my faith is strong? (Applause).

President Gardner: We will now hear from the panel on "Progress in the Coordination of the Fraternity Program with Educational Objectives." The new Chairman will be Mr. Malcolm Sewell.

....The new chairman assumed the chair....

Chairman Malcolm Sewell (Sigma Nu): Our Committee has assumed that by "Educational Objectives" we mean the intellectual, social character or personality development of the student. To introduce this subject we will first call on Mr. Elias Lyman, of Northwestern University.

Mr. Elias Lyman (Northwestern University): Gentlemen: Mr. Sewell has given me the rather awe inspiring job of summing up the background of this subject in order that the later speakers will have a general picture into which to fit their remarks.

There is not the slightest doubt in my mind that the general objectives of the fraternity and the college are growing closer together. In saying that, I am speaking not of the professional or

the honorary fraternity which have been founded avowedly to supplement the purposes of the college, but of the typical society interested in those social and spiritual qualities which are fostered by identification with a group of fellow beings.

Although identity of purpose between educational institution and fraternity is the trend today, this identity has not always been that case, nor is it accidental. At the time of the foundation of the fraternity system, colleges and fraternities were close in their general purposes: it would have been difficult to find a college which did not proclaim its educational responsibility in terms of the many sided development of the individual student, physical, moral, social, spiritual as well as intellectual. It would have been difficult to find a fraternity which did not proclaim the same ideals. The college approved of the fraternity, and in some cases sponsored fraternity growth, as a welcome co-worker in fostering development in fields which the college acknowledged as educationally desirable but for which it had no facilities. The fraternity consciously supplemented the college in these fields.

This sense of identical purpose was followed by a period in which the college faculties became more subject-centered in teaching and research and in which as a consequence the college defined its purposes in terms of intellectual development alone. Then the fraternity took on the aspect of a competitor for the students' attention; fraternity social ideals came to be looked upon by many faculty members as distractions from the main purposes of college life.

Once again educational emphasis has been changing. The official neglect of phases of the students' life other than the intellectual began to produce discontents and maladjustments which forced themselves on faculty attention; modern psychology began to emphasize the indivisibility of the human individual. Mr. Cowley at this Conference last year mentioned the appointment of Dean Briggs at Harvard in 1890 as the first appointment of a dean whose interest in the student was other than intellectual, although Deans of Women had existed prior to this date. This movement since the War, has grown tremendously. Today there is scarcely a college which does not signify its interest in the all-around development of its students by the maintenance of at least one individual with extra classroom responsibilities.

So once again colleges are sincerely interested in the unified development of their students; the complaint against fraternities now is not that they are too effective in developing a competing type of education but that they fail to develop a social and spiritual education as effectively as the college itself can do. This is the contention, I think, behind the Dartmouth situation; it is clearly the conviction behind the Yale and Harvard house or college system where the university takes over all phases of the student's education, identifies them with the academic system and achieves one undergraduate unit which functions physically and socially as well as educationally under university control. In these movements, and in a number of similar de-

velopments elsewhere, the universities announce themselves as definitely interested in the same educational ideas that the fraternities have sponsored; the stage is set definitely for either a keener competition or a closer cooperation between these two agencies with converging purposes.

This, as I see it, is the history of the ideas underlying the relationship of fraternities and universities. How were these ideas implemented? In the first stage of relationship very informally, through no official dean, but through a number of individual faculty members who had time and opportunity to know individual students better than they can today, to cooperate in fraternity life as well as in other manifestations of undergraduate purpose. The fraternities were much more local; there was a larger percentage of local groups and the national groups had a much smaller coverage. There was no machinery of interfraternity organization. Then these individual faculty relationships became more difficult as colleges grew in size and faculty absorption in subjects became more complete. There came a time when there was practically no machinery for university fraternity relationship.

Then three developments occurred, (1) The great growth of extra-academic officials and their organization on a national basis, (2) The growth of national interfraternity organization and a consequent national leadership, and (3) The growth of local machineries for cooperation such as interfraternity councils and alumni committees. Colleges began to negotiate with the fraternity group rather than with individual fraternities or individual fraternity members. These organizations are still expanding.

What are the results of these new organizations? The first result has been the formulation of a philosophy of student organization from both the university and the fraternity side, and this has necessarily become an educational philosophy; both the fraternity system and the extra-academic side of university life have become articulate. Individual problems have been attacked from both sides independently and then together in such organizations as this and as the National Interfraternity Conference. The National Interfraternity has its growing attendance of university officials; this organization is increasingly attended by fraternity officials. Increasingly these two groups are coming together in their conception of a common educational ideal and of the need of a common constructive program for the attainment of their objectives.

What specifically are some of the measures for this purpose? On the part of the Interfraternity Conference their establishment of the criteria and more recently of the joint committee on relations between the Conference and the Association of American Colleges with its report which emphatically states a common educational purpose; through such individual cooperation as between the national fraternities and Dartmouth College; through employment of alumni counselors and tutors and study projects by individual chapters; through cooperative operations between individual colleges and undergraduate or graduate

interfraternity committees; through such conferences as this on the part of such organizations as the Association of Deans of Men, and in a hundred other ways.

The educational philosophies of both groups are favorable for a greater development of cooperation—the machinery is in existence to make such cooperation effective. The obvious procedure is the widest possible experimentation on the various campuses of the country which will devise and test methods for making effective to the greater benefit of the student the opportunities for all-round education offered by these two complimentary systems.

The field is certainly open, and I think these gentlemen are going to speak of specific instances of that kind of cooperation. (Applause).

Chairman Sewell: The next two speakers will discuss the intellectual development as an educational development as an educational objective. The first one will be Dr. McLean, of the Sigma Chi Fraternity.

Mr. W. H. McLean (Sigma Chi): This general subject has been logically broken down and the various phases of the subject have been ably considered by the other gentlemen in this Panel Discussion. Permit me if you will, to discuss one phase of the subject from the standpoint of the difficulties and reactions I have received from students in my visitation of fraternities in a hundred or more colleges and universities in the United States and the Dominion of Canada.

While the "Educational Objectives" of the various colleges and universities may differ somewhat in the wording, the aims and objectives are fundamentally alike in all colleges. Those aims are obvious and more or less clearly understood by students who enroll in colleges. There is a statement of purpose on the first page of nearly every college catalogue.

To make progress in the "Fraternity Program" is like making progress in learning to ride a bicycle, drive an automobile, play a violin, or becoming an athlete. The first steps are the hardest.

The intellectual development of a student is like that. They wobble, get off the road and into the ditch. They crack up against the tests and the examinations that occur about every six weeks along the road. Their answers in class recitations sound like a child playing a violin for the first time. They make a lot of sour answers. The beginning student, and I might say the average student, is more interested in HOW TO LEARN, rather than WHAT TO LEARN. He wants to know HOW to study, HOW to concentrate. He wants to know HOW to attack a language, HOW to remember the pronunciations and meanings of foreign words. He wants to know HOW to remember mathematical processes and laws that have been repeatedly explained to him. He has heard that there is a scientific method—but HOW DOES IT WORK?

The conventional fear of flunking, the bawling out in the fraternity house, the embarrassing comparisons in the Dean's report, the report cards sent to the parents, destroy his ambition and paralyze his ef-

forts. No student improves his scholarship when he is discouraged or paralyzed with fear. To a great many students a professor or an instructor is a strange, mysterious learned individual who seems to say by his attitude: "I got a lot of information when I worked out my Ph. D.—you just try and get it."

All about the bewildered student, like a child in a strange forest at night, there are ghosts and dragons, saying: "You're going to flunk. You're going to fail. You're going to disappoint your parents. You're dumb. You're subnormal. You're a mediocre student." It does not take much to make a student admit that it is all true. But, as a matter of actual fact, it is not true at all. He has the possibilities of being a good student, and perhaps ultimately a learned scholar. But he does not know HOW. The vocabulary of an infant consists of one word, largely, "W H Y". The vocabulary of a student consists largely of one word, "H O W". Will not some kind person show him HOW to take hold, HOW to remember, HOW to budget his time, and HOW to use that time on things that are difficult but important when he would rather do something else.

I coached thirty pledges in a fraternity, for two nights a week, during one semester. Twenty-five pledges made their grades and were initiated into the fraternity—that was ten more than the chapter expected. A friend of mine offered a chapter \$1000.00 if they would get out of the gutter scholastically, where they had been for eight years and get into first, second or third place among the men's fraternities on that campus. He gave them three years to do it. They collected his money in two years.

I sat for an hour with a chapter and gave them a few tips on how to improve their scholarship and they were up with the leaders on the campus within one semester. The Dean went over to the house and asked: "What goes on here? How did you do it?" The President of the house replied: "You see, Dean, I am a major in English. I coach the freshmen. Bill, here, is a shark in Mathematics, he did it for the freshmen in Math. Ed, here, knows his technical German. He trained the pledges in German. Tom is a science major and showed them HOW."

I would recommend a tutorial system in the house. If there is anything in this brotherhood business, it offers the finest opportunity for the oldest members to share with the youngest. I do not think much of the "study table" unless the pledges are in small groups each studying the same subject and assisted by an upper classman who is good natured, sympathetic, encouraging, and informed.

I would recommend the use of the "Study Habits Inventory" by C. Gilbert Wrenn and R. B. McKeown.

I would recommend at the beginning of the school year that each department conduct coaching classes on HOW TO STUDY. I would recommend the use of the method prepared by Dean F. J. Findlay of the University of Oklahoma, Norman, Oklahoma, entitled "How to Improve Your Scholarship Record," in which he has carefully outlined

study habits, techniques, and mental attitudes. He has an excellent outline on "Concentration," and how it may be achieved as a habit; an outline on how to read, how to take notes, how to review, how to prepare for and take an examination in the best physical, and mental condition.

The college or university which will teach its beginning students HOW TO LEARN HOW instead of assigning WHAT TO LEARN in a series of coaching classes for the six weeks or even for the first semester will achieve a quality and quantity of studentship in the upper class years which will make that college famous throughout the land.

Until colleges get such a vision and perfect such a plan, I recommend that fraternity chapter houses build a simple plan of study training and make their houses indeed centers of culture and become the most valuable assets on the campus in the achievement of the educational objectives of the college or university in which they find themselves. (Applause).

Chairman Sewell. Mr. Schleck, a member of the University of Wisconsin, will also discuss "Intellectual Development."

Mr. Roth Schleck (Wisconsin '38): Before I get into a discussion of the subject of the co-ordination of the fraternity with intellectual development as a primary educational objective; I would like to make one request and that is: When I begin to develop what I believe are the intellectual helps the fraternity offers to the man to enable him to maintain his one point, it would be somewhat disconcerting if somebody in the audience should stand up and ask, "If all this is true, then how do you explain the fact that on this campus the all-fraternity grade is consistently below that of the non-fraternity men?" We used to have a very good answer to such a question. We would say, "a lot of these men are in law school where the grades run considerably lower than in the other schools, therefore, this tends to pull down the fraternity grade." However, last year the Dean of Men's office obligingly adopted the policy of taking out the law school grades, and surprisingly enough it made very little difference in the grade point average and it deprived us of a very plausible explanation.

There have been some attempts on the part of the fraternities, both individually and collectively, to solve this problem; some fraternities have raised the scholastic average necessary to become a member, above the requirements of the university itself, sometimes as high as 1.5. The fraternities here at Wisconsin have set the necessary scholastic average at 1.3 for those chapters who wish to house first semester freshmen. Last fall when the plan went into effect for the first time, all but four of the houses had attained the necessary average. I believe that in the near future if the group continues to make such a record that the necessary average will be raised.

In evaluating work that the fraternities are doing along this scholarship line, we should have a good idea of how much they can do and what the limitations are. I have heard so many educators and inter-

ested authorities outline possible procedures and hints for fraternities and who in their enthusiasm have lost sight entirely of what fraternities are. They regard them as institutions, little realizing they are groups of high-spirited young men who do not understand what it is all about until they are seniors or maybe not until they have been out of school a few years. Then the broad aspect of fraternal life gradually reveals itself, and fraternity problems become clear-cut. These lecturers also seem to imagine that a sort of military discipline exists in the group. This, of course, is entirely lacking.

Bearing this in mind, we can then properly judge what the fraternities have done and what they probably will do. What have they done? They have established study classes for the pledges, they give individual instruction to pledges when it is needed, they check up on the pledges at mid-semester to see how the grades are, they send reports to the parents on how their son is doing, and they urge the pledge by various methods to better his work if he is falling behind. The various chapters give scholarship cups or plaques to the pledge producing the best record; the National office honors the best pledge of the fraternity with an award. These are the formal incentives that the pledges receive. In my estimation, twice as much good comes out of the informal study helps. The best informal procedure among fraternity men are the cram sessions when all the fellows taking the same course meet some place in the house with all their notes and books and proceed to tear the course apart. More points are cleared up in one of these sessions than in a dozen class-room discussions. The old student gives another helping hand when he informs the new student of the peculiarities of the individual professors, and do not think that that is not important in demonstrating that you know the course.

You have probably noticed that I have placed greatest emphasis on the informal aids in coordinating the primary purpose of the university with that of the fraternity, and you might be thinking, "There does not seem to be much progress there—it is the same old stuff." The progress lies in the attitude of the fraternity man. I have seen it change in the four years I have been on the campus and it is really just starting. (Applause).

Chairman Sewell: They have assigned Mr. Watts, of Phi Sigma Kappa, and Mr. Cottam from the Dean's office here at Wisconsin, to discuss "Social developments as an educational objective." Mr. Watts.

Mr. Ralph Watts (Phi Sigma Kappa): Mr. Chairman: While at college, the fraternity man normally spends much more time in his fraternity house than anywhere else, therefore, the fraternity has the unique opportunity and the inescapable obligation to develop those interested within the house. This will appeal to the members in their leisure hours.

In considering the specific interests to be emphasized we should realize that the social and intellectual development of the students are closely related, and we can hardly discuss one without the other. We

must realize also, that intellectual stimulation is not confined to the classroom, nor is it bound by the formally organized curriculum.

We must realize that in the educative process, the fraternity house offers the logical and the most effective adjunct to the classroom, therefore, the fraternity is a socializing agency. It should have a library which will attract the members, exhibits of art which can be attained through the college, and programs of classical music made possible by modern reproducing devices. Here, also, is afforded the opportunity to direct competent leadership in group discussions on social and economic issues, on religion, marriage, political responsibilities of the individual, and on current problems of national and international importance. We should remember, also, that fundamentally, the fraternity house should be a real home in which will prevail an attitude and atmosphere of sympathy, tolerance, and comradeship; a home in which will be maintained a wholesome program of social and intellectual activity, where a high level of good taste and conduct will be insisted upon, and where enduring friendships will be formed.

In these objectives as in others, the interests of the college and of the fraternities are always identical, and more effectively to achieve these ends, a college and fraternity will direct their efforts cooperatively. (Applause).

Chairman Sewell: I will next call on Mr. Friedman to discuss or give emphasis to the character of personality development as an educational objective.

Mr. William Friedman (Wisconsin '39): In discussing this topic of "Coordination of the fraternity program with the educational objectives from the emphasis of personality development," I want to present some concrete contributions of fraternity life as I have been able to observe them in three years of college experience.

It must be remembered first of all that the fraternity is a social group substituted for another social group—the family group. Indeed it is the family group on the campus, and as such, just as the family group at home supplied something in personality development that the public school could never supply; so, the university curriculum can never hope to supply that personality development which is offered by the fraternities. We give it its proper significance and it is competently handled at the so-called "session" as probably the greatest single instrument assisting the educational program. Those students who are more versed in the subjects discussed, lead the discussion and aid the others. They learn it that much better for themselves by repeating the terms over and over again.

The foreign exchange, the labor markets, the factors determining supply and demand become ever so much clearer when explained by Brother Bob, than when explained in clear print. It is retained much longer. The so-called intellectual session is more attractive and interesting than the session preparing the brothers for the weekly quiz. It is the philosophical session; the one in which one of the brothers

sprawled over the bed, discusses and laments the lack of faith in the world, and the necessity of an active and fitting concept of God. Then the brother on the desk replies that he is in favor of the humanistic ideal which would substitute a high social humanity ideal in place of the manufactured theism.

They may not know what they are talking about, true enough, but in the exchange of opinions each man is going to pull out of the session, some peculiar ideal and incorporate that in his own life, which the university classroom in philosophy, for example, could never attain. When the fraternity sessions begin to apply classroom material to personal problems in informal discussions then the material is really observed.

Of course, such is possible in any living quarters—the lodging house, the dormitories, not just the fraternity. It is my contention that the closely knit friendships found in the fraternity is a more conducive matter, and it also has the atmosphere to produce these more or less personal discussions. It stimulates the healthy discussion. Of course, there is the contention that frequently the session, the intellectual one, degenerates into a “dirty joke session.” But what if it does? What if it degenerates into a “sex session?” In this age, there is no one, Deans certainly not, who would criticize a thorough discussion of the sex problems. What is a more adequate instrument than the session when competently handled by a medical student or a graduate adviser? Indeed, it is often the first informative source for freshmen and, therefore, serves a valuable benefit.

A great criticism of the modern university is that it fails to find the opportunity to analyze and correct the individual's personal character. Certainly the fraternity in a large part contributes in this respect. There is what we call in our house the “round table” in which each man rises and receives the praise and criticism from his brothers. The most delicate subjects that he would consider about his own character are discussed and he incorporates the advice given him to build up his own personality into what his brothers think it should be.

That fraternities frequently fall short is unfortunate, but none the less human. The session does often take the aspect of an exchange of dirty jokes, the playing of the victrola records is not often on the classical side, but often turns into a “jam session” of swing, the cooperative studies even consist of one or two men pulling through every course with a surprising minority of study—true enough; but on the whole, and in the final analysis, fraternity life and organization can and will promote educational objectives, depending on fraternity personnel. But, then, in the final analysis, does not any institution's success depend upon the composition of its own personnel? (Applause).

Chairman Sewell: Mr. Cottam, who is assistant Dean of Wisconsin, will discuss “Social developments as a phase of educational objectives.”

Assistant Dean H. R. Cottam (University of Wisconsin): Gentlemen: As my contribution to this panel, I wish to do four things:

(1) To note some of the difficulties in stating objectives; (2) to cite some concrete examples of co-ordination between college and fraternity objectives; (3) to raise some bothersome questions; and (4) to make a concluding recommendation.

I realize that the nature of any discussion of objectives depends considerably upon the particular persons who state the objectives, and furthermore, that almost any group could rationalize its own objectives to coincide with those of the larger society in which it exists. Communists, fascists, or religious groups may righteously affirm that their own aims and ideals are those of the larger society. Yet dissenting groups would certainly not agree to these affirmations no matter how seriously or sincerely they may be stated. It is in these very differences in objectives and beliefs that groups establish their identity.

We must, however, realize that some a priori definition must be accepted before we can analyze any problem, and I see no serious objection to accepting a rather broad one; namely, that the chief objective of education is to prepare individuals to live most effectively in the social world into which they are born. This involves, then, both the acquisition of skills and knowledge and the formulation of philosophies that may serve as general guides for behavior, and reconcile personal and social ambivalences. In other words, education aims to prepare individuals to live in whatever manner society desires they should live. Nor can we ignore the influence of culture—the totality of ideas and patterns of behavior that are passed on from previous generations.

Next, to relate this theoretical framework to the problem which is now being studied, it becomes obvious that the present co-ordination of fraternity and educational objectives has not been a one-way development. That is, fraternities have not, after long and careful deliberation, come around to accept in their "criteria" any previously adopted educational objectives, or vice versa. On the contrary, both have contributed certain skills, knowledge and philosophies that have aided people in learning how to live more effectively. Fraternities have come to see more and more the need for other than social fellowship and have installed counsellors, developed libraries, emphasized scholarship, and formulated criteria of relationships with universities. Likewise, the universities have recognized the need for more than book learning and the concerted efforts to develop social graces, have resulted in the incorporation of a great many fraternity objectives in their own. The coordination, then, has been definitely a two-way transition:—

The joint statement of the Association of American Colleges and the National Interfraternity Conference as reported by the committee is certainly the most tangible evidence of the coordination of objectives. Its subordination of any group to the aims of the college is indeed admirable, but let us see for a moment how completely this has actually been done and what specific steps have been taken by fraternities.

To summarize, fraternities have:

1. Become scholarship conscious in creating more favorable study conditions, providing study periods, and in some cases tutors.
2. Established libraries and subscribed to magazines and newspapers.
3. Furnished resident or alumni counsellors.
4. Sponsored vocational guidance programs.
5. Given informal instruction in social education.
6. Provided carefully selected music and art programs and exhibits.
7. National representatives have tried to encourage scholarship by keeping close contact with college administrators and by informative and inspirational talks.

Yet there is by no means a completely satisfactory coordination of objectives. A few naughty questions appropriately might be asked:—

1. Is the practice of keeping fraternity files of examination questions wholly in line with the purpose of academic education, or is it merely teaching the tricks of "passing" examinations which are in and of themselves useless?
2. Is the common practice of fraternities fostering exclusiveness and making pledges feel that they are "God's chosen people," strictly in line with educational aims in a democratic society?
3. Is the perpetuation and emphasis of ritual and non-utilitarian ceremonies contributing to learning how to live more effectively, or is it consuming valuable time and energy that might be more effectively used otherwise? That is, does such practice foster scientific discipline? This is certainly debatable.
4. Does fraternity living over-emphasize the importance of group consensus to the expense of individual initiative?

Finally, I would like to raise one big question which leads to a concluding recommendation: How can we know just what progress, and how effectively aims and objectives of fraternities and colleges are coordinated until very comprehensive research is done? Possibly some data are already available, but if the problem of coordination is as important as it appears to be, it should warrant an extended research program. Simple questionnaire studies would provide valuable preliminary material, but I believe that nothing less than a few doctorate dissertations will adequately portray the progress in the relationship of fraternity and educational objectives! (Applause).

Chairman Sewell: This concludes the panel. It is a subject that would take a full day's discussion.

I do feel that the decent definition of the relation between fraternity life in college made jointly by the American Association of Colleges and the Interfraternity Conference has given us more recognition than we ever had throughout the whole history in the past 25 years or more. Along with that recognition, the fraternity has more responsibility to fulfill. We measure things in the terms of 25 year periods.

I think things have progressed in educational objectives. I believe that in the long time view, there is progress. (Applause).

President Gardner: The meeting is adjourned.

....The meeting adjourned at four-thirty-five o'clock....

INTERFRATERNITY BANQUET**WEDNESDAY EVENING, APRIL 27, 1938**

The Interfraternity Banquet, held at Tripp Commons, Memorial Union, convened at eight o'clock, Mr. Roth Schleck, President of the Interfraternity Board, University of Wisconsin, presiding.

Chairman Schleck: I wish to extend, on behalf of the fraternities here at Wisconsin, our sincere welcome, and to visiting Deans and fraternities our appreciation of the interest they are showing.

....The Haresfoot Club presented selections from its 1938 production, "Let's Talk Turkey."....

Chairman Schleck: Before I call upon Mr. Nymeyer to give his talk, I am sure we would all like to hear from Mr. MacFall, the present Chairman of this National Conference. (Applause).

Mr. Russell C. MacFall (National Interfraternity Conference): Mr. Chairman, Deans, and Brother Greeks: It is a great pleasure of course to have the opportunity to address this meeting. It is particularly a pleasure to have so many Deans in the room at one time where you can talk to them and they cannot talk back to you. (Laughter).

It is peculiarly gratifying to come to Wisconsin to address an interfraternity meeting with the Deans present, because it is an opportunity to develop some of the Deans.

I have always had a soft spot in my heart for Wisconsin, because when I was a kid, my father used to make me go out and peddle the Milwaukee Leader around. (Laughter).

Coming up here, I was standing on the back platform of the last car. While I was out there, the brakeman came out and held a red flag outside the car as we were going along. I said to him, "We must be crossing the state line." He answered, "No, I think it is a good way to get the flag dry." (Laughter).

In the National Interfraternity Conference we are concerned with and thinking about the future of fraternities. We are not unduly concerned about it, but we are giving it a great amount of thought as the Deans who have attended our meetings year after year can testify. We have been told time and time again by educational leaders that if the fraternities cannot keep up with the colleges, the colleges would have to go along without them.

It has been my feeling that the fraternities, while having their weaknesses, are no worse than the colleges. In fact one college president once said, that if it were not for the fact that the fraternities were limited in the men they pledge to the men who were admitted to the college, what a fine lot of men they could get.

We are doing something about the future of fraternities. Last January, a statement of definitions of the relations between fraternities and colleges was adopted by a joint committee representing the presidents of the American universities and colleges, through the As-

sociation of American Colleges, and the national fraternities, through the Interfraternity Conference. Out of that study came one definite conclusion which for the first time has been recognized officially by our educational leaders; and that is that there are great possibilities for the fraternities to become an integral part of our educational process. They have been a part of that process, it is true, but to become an integral part, an organic part of the process of educating our youth, is something that we are aiming at today in the National Interfraternity Conference.

To move toward that objective, we have appointed a panel of twelve or more fraternity men and educational leaders. The purpose of that panel is to offer to those campuses confronted with concrete problems involving the fraternities, the services of consultants experienced in college and fraternity affairs. In the operation of this Panel we do not want generalities or platitudes. We get plenty of those at our Conference meetings. We want to get facts. We would like to be presented with concrete problems that require solution where they involve fraternities on any particular campus. We want the opportunity to demonstrate that the American college fraternity can and does assume its share of the responsibility for the growth and development of the character and intellect of our college youth. To undertake properly this effort, facts are more essential than opinion, as I have already said. Alvan E. Duerr, the Chairman of the Panel, plans to request the cooperation of the Deans in obtaining the presentation of such problems to the Panel in the near future. The Conference confidently feels that the Panel holds the possibility of being one of the most important contributions to the betterment of college group life undertaken in recent years. That this undertaking originates from the fraternities, is significantly indicative of their awareness of their increasing responsibility.

Now I might say that the Conference has been thinking and acting along these lines for a long time. We feel that the fraternities now know where they are going. We must say to the Deans in all warning that if the colleges cannot keep up with us, we will have to find some other way to educate our young people. (Laughter and applause).

Chairman Schleck: Thank you, Mr. MacFall. Without any further ado, we will call on Mr. Nymeyer. (Applause).

Mr. F. H. Nymeyer (Chairman, Executive Council of Zeta Psi):

Mr. Toastmaster, Dean Gardner, Chairman of the Association, Mr. MacFall, Deans, and Undergraduates: Tonight I would like to take my theme from the title of your college play, "Let's Talk Turkey." I presume that the reason for my being here tonight is partly because of the fact that I have attended hundreds of fraternity meetings from Montreal to Los Angeles, and from Winnipeg to Jacksonville.

I think this is the first time we have all sat down together. In this room tonight are men high in the administrative affairs of colleges and universities, men high in the councils of fraternities, and undergraduates. My mind at the moment runs toward some famous quotations.

This evening I had the pleasure of meeting Mrs. Gardner and so I know that Dean Gardner has successfully met the challenge "Reach higher than your grasp" or "What's a heaven for?"

With respect to the fraternities I might say that the evil that fraternities do is plastered all over the front pages of the newspapers. The good is not even interred with their bones. No one ever mentions it. I take my fraternity life seriously. I think the ideals and rituals and traditions of fraternities form a gospel—a gospel which can be preached by real men and lived up to by real men.

It is a strange organization, this American college fraternity. It has been attacked by legislatures for these 75 years. For many, many generations we have been told about our poor scholarship, that it is below the average of men in the colleges and universities. Yet in spite of all these attacks this typically American organization has lived longer than the Supreme Court, longer than either one of the political parties, longer, in fact, than the American flag.

It is strange that in spite of all this talk of scholarship, the majority of the college presidents on this continent are fraternity men. It is strange that in spite of all this talk of misconduct, the majority of the college deans on this continent are fraternity men; strange that in spite of all these attacks, the majority of the members of the Supreme Court today are fraternity men; strange that in spite of all these attacks most of our great men on this continent, be they lawyers, industrialists, or what not, are fraternity men. I think perhaps it is safe to say that the majority of the Rhodes' Scholars who have gone across the ocean are fraternity men.

Here is another thought which may have been overlooked. We talk, read books and see plays, the theme of all of which is "Can It Happen Here?" Why can't it happen here? Perhaps the reason it can't happen here is because on this continent, and on this continent alone, there are a million men, each one of whom separately and alone, helpless in the situation he at that moment finds himself, with his hand on the Bible, has sworn to an oath embodying patriotism, love of country and the maintenance of the finer things of life.

Today I have been sitting in a conference. I have heard college deans offer to cooperate in the improvement of our standing. I have heard fraternity officials whole-heartedly strive to devise means for our general improvement. I have heard undergraduates express hope for better days for the fraternity. All this has been going on for years. and yet we seem to have a serious weakness. Where does this weakness lie?

Many, many years ago we lived in small rented rooms downtown somewhere. Now we occupy the "beautiful home on the corner." Yet the same disease that ran through our system generations ago is sometimes with us still. There is something wrong with us somewhere. Certainly the colleges and universities are doing their part. They have even gone out and helped us collect our bills. They have helped us keep track of our scholarship so that wise comparisons may be drawn.

They have employed people to furnish us with information. Tirelessly they have answered our questionnaires—too many questionnaires. Most of the officers of the Interfraternity Conference have had questionnaire -itis—but still the college deans and presidents always help us.

Everyone—college man, college authority, college executive, fraternity officer, undergraduate—is trying to make us more worthwhile. All you undergraduates know how you struggled in your chapters to keep your scholarship up. You know that it hurts you when you go down in scholarship. You know that your alumni spend time and money coming back to advise with you on the situation.

Where is the trouble?

I will tell you where it is. There is such a thing in this world as a fraternity derelict. This man is known to you all. He is the big shot who comes to your chapter well dressed, clever, with a pleasing tongue, usually with a prep school reputation, and yet with absolutely no responsibility whatever. Years ago before the days of regulated rushing or deferred initiation we took him in and initiated him immediately. We pinned the badge on him and in about two months he was gone. Today I am glad to say that in most colleges and universities we, with the help of the deans, place a scholastic requirement before initiation. This has helped materially. However, this man is still with us. He is the man who is first to grab a paddle and hurt some lovely boy whom he would be afraid to meet in a square ring anywhere. Oh yes, he is funny, the girls like him, but he doesn't amount to a thing. When he gets out of college he is the first to come back to the reunions half soused. He is the first to tell the wide-eyed freshmen what a "heller" he was in college. The drunker he gets, the more of a "heller" he was. He stole the clapper out of the chapel bell. The more he drinks the more he brags. There have been more clappers stolen than there are pieces out of the Cross of Christ. He is the first one to join your club or your association and the last one to pay his bills. He will subscribe to anything, but he seldom pays. He is the man who drags your scholarship down. He is the one who somehow does not see the picture. He is the man who has no right to wear a fraternity badge. He annoys the undergraduates after he is out of college for they naturally try to be courteous to him. He very often has visitors with him when he comes back. Maybe he is selling something and he wants to show the guest a swell time around the fraternity house. He is a nuisance but he is always around. He is the answer to the fraternity problem.

Now then, it is up to you undergraduates to look well to your ballots when a boy's name comes up for membership. Too frequently the son of some elder brother is turned down and one of these hot shots comes along and gets by. After he gets in he is apt to use the black-ball against many a good man who would be a credit to the fraternity. Briefly he is the thorn in the flesh of the American college fraternities today. Keep out that 2% (or whatever it is) and our problem is solved.

Chairman Schleck: Than you, Mr. Nymeyer. This concludes our program for the evening. I thank each and every one of you.

....The meeting adjourned at nine o'clock....

THURSDAY MORNING SESSION

APRIL 28, 1938

The meeting convened at nine-thirty-five o'clock, President Gardner, presiding.

President Gardner: Though the size of the gathering this morning is not as large as it should be due to complications at the hotel, this is the largest registration we have ever had at a Dean's meeting.

The President of this University has taken time from his busy day to assure us of the hospitality which we have assumed in advance. Therefore, it is with great pleasure that I introduce to you, President Dykstra of the University of Wisconsin. (Applause).

President C. A. Dykstra (President, University of Wisconsin): Mr. President, and Deans from everywhere: I am very happy to bring to you the welcome and the greetings of the University of Wisconsin. We are glad to have you here. I know we will get inspiration and sustenance from such a meeting at the University of Wisconsin.

Assuming that the reason that you have so few here is because Deans are so used to presidents and so used to what they say, there is not the slightest reason under the sun for them to come for even a few words from a newcomer in the field of university administration. But, if you, as Deans of men, have as interesting and busy a time as a newcomer in the field of university administration does, I know just where you are.

It is grand. There are plenty of challenges—something to do every moment. You have, I am certain, the same feeling when you see these young men and women going about the campus in such throngs—I almost said droves.

That is the reason that I returned to the university experience. I think I missed that kind of relationship. I had known it for many years, but in the position of City Manager in a city, one just does not get that. He deals with policemen, firemen, welfare workers, and the public—a different public than you know and I have come again to know on the University campus.

I would like to say something to you that is worthwhile, but as suggested by your Chairman, my function is merely to say, "Here is the University of Wisconsin. We think we are delightfully located. We think you should be enjoying yourself in this environment." We do. The University is glad you are here. Somehow, out of Associations of this sort, and out of the putting on the table of some of the problems that face the modern universities and modern students, we will get help here. I think we all need it.

When I was in the university, we had no Dean of men, so my contacts with Deans of men have not been on the students' basis at all. I do not know just how many years we have had Deans of men on campuses—certainly 30, maybe a little more than that. They were

established in response to a very real need. But that was true of other university dignitaries and functionaries. I am not so sure that sometime or another we will not get along without presidents. I do not know whether we will ever get along without Deans of men.

In any event, the present problems which face university men are growingly difficult, perhaps, growingly complicated, and a study of our particular approaches to the problems ought to be of very real importance. Every generation passes on the old problems and a few in addition, so I am hoping that out of this Association here at the University of Wisconsin campus, there will come something that is worthwhile to all of you. There will come suggestions to us here which will be of value. We have emissaries around in this group. We have those who belong to us, who are going to get everything out of the rest of you that they can get. When they do, I shall hope to discuss with them what you have been talking about, the solutions or suggestions for solutions which you found in this particular coming together.

So, I welcome you once more and I am glad to be here among you. Will you do us all the good you can?

Thank you so much. (Applause).

President Gardner: President Dykstra, it has been our custom in the past, because of the wide representation of our group to have some Dean who has traveled from a long ways to make the response to the address of welcome. Usually that has been someone from California or Florida. However, this year, because of the nature of the state and because of his homeland, we thought that we would ask one of the Deans from a country which is by some considered a foreign country, to respond. Therefore, I would like to introduce Dean Corbett, of Maine. (Applause).

Dean L. S. Corbett (University of Maine): President Dykstra: It is indeed an honor and pleasure to talk on behalf of these men, to thank you for your very cordial invitation to the University of Wisconsin.

I am reminded of a sign that appears on the bridge over the Madawaska River in Maine which says, "You are now entering the United States," and leaves it to the traveler to determine in which direction the United States lies. (Laughter).

The University of Maine which I represent is very small as an institution compared to the grand University out here in Madison, and without question our problems are different and much simpler than yours. Yet, the function of the office of the Dean of men, I believe, is essentially the same the country over. That is, namely, the counseling of young men, and I am sure that we will find many things in common.

With the cordial and stimulating address you have given us, together with the thought provoking program that the officers have arranged, we all should return to our various campuses with new ideas and a fresh inspiration.

It is especially fitting that we should be meeting here in Madison on our 20th anniversary. It seems that the first meeting of this grand and august body was held here with six members. I am sure that first meeting was delightfully informal. It is very gratifying that as this group has grown in size and perhaps in vision, this same friendly informality has been preserved. The people here are from distant parts of the United States and are all, I am sure, very grateful for your inviting us here.

The first group composed of six, certainly should not have caused you a great deal of trouble even though they were Deans of men and knew all the tricks of the trade.

President Dykstra: With 20 years of experience we know how to handle them better now. (Laughter and applause).

....Dean Gardner appointed the following as a Committee on Resolutions:

J. P. Cole, Louisiana State University, Chairman

E. L. Cloyd, North Carolina State College

L. W. Mills, Case School of Applied Science

J. L. Bostwick, University of New Mexico

J. C. Seegers, Temple University

....Announcements....

President Gardner: The first discussion this morning will be on "Student Cooperative Projects." The Chairman of this group is Dean Nowotny, from Texas.

Chairman Nowotny (Assistant Dean of Men, University of Texas): These other two men are going to give you specific information from their campuses and surrounding universities.

The problem of student housing, which is as old as the university movement itself, has recently been augmented by the lack of funds of a large majority of students. Rapid increase in student enrollment has also added to the problem in some institutions, because of the resulting increase in the cost of living accommodations. A study of student residence made by the House Director of the Wisconsin University recommends that "The University should do what is within its power to bring the cost of living with a group down closer to the cost of living alone. Direct action on the 30% higher board and room rates for group living is necessary, and the avenues of approach are through closer supervision of fraternity construction and operation, deliberate lowering of overhead in present university dormitories to achieve educational results, and the construction at a lower cost, of additional but plainer dormitories." Many institutions are finding that the most constructive way to bring down the cost of living is to encourage the development of student cooperative enterprises.

A preliminary report by George Fox Mott of an investigation being carried on at the University of Minnesota, with the cooperation of the Committee on Group Life of Students of the National Association of

State Universities, shows an attempt to evaluate the manner in which college students are housed and to determine how college students should be housed in order to meet best modern educational aims and objectives. This report indicates that most college administrators listed dormitories as the most satisfactory method of housing. It is significant that many institutions appear to be in favor of cooperative cottages as an alternative to dormitories. It is apparent that there are many conflicting opinions regarding the existing housing situation and possible ways of improving it. The old policy of laissez faire is being replaced by a definite attempt to improve the existing situation.

As early as 1932, the Harmon Foundation found in its query of 737 institutions that more than one third of those replying were helping economic needs of students by cooperative plans. The popularity of this method of reducing student living expenses is increasing steadily, and the number of new ventures in this field since 1932 is especially noteworthy.

The cooperative plan, however, is not a new idea. Wellesley College has had a cooperative house for 49 years, and Northwestern University has had a cooperative unit for 32 years.

These cooperative ventures include a varied list of enterprises. Successful cooperative buying among fraternities seems to be on the increase. Old army barracks were converted into cooperative units at Morningside College, and students can receive board at from \$3.00 to \$3.50 per week. Ohio State utilized space in the stadium and gymnasium and expects to take care of 500 at \$3.25 per week for board and \$1.00 per quarter for room. Amherst has organized a small cooperative society which secures price concessions from dealers in oil, gasoline, sporting goods, haberdashery and clothes. Antioch College has worked out a cooperative exchange in which student labor is exchanged with industries in association with the college. Berea College in Kentucky, Blackburn in Illinois, and Commonwealth College in Arkansas require all students to do a certain amount of work, and expenses for all are thereby made as low as possible. At Washington University, 37 men saved \$5,000.00 in one year through their cooperative association. They expanded and now include ten houses with a central kitchen. They bought an insulated truck which delivers hot food to each house. They estimate that 300 members saved \$60,000 during the first three years of operation.

The houses are incorporated under one charter. All members are on a cash basis and they hired a skilled chef and dietitian; they elect a Board of Directors who hire a general Manager who audits the books and passes on major business policies.

Sunday evenings are given over to fireside chats, singing, discussion groups, and games. Cooperative bookstores, dining clubs, buying pools, general stores, and credit unions have sprung up in institutions in every section of our Union.

Perhaps the outstanding growth has been accomplished at Texas A. & M. College. William H. Moore reports that in the winter of 1932,

in the darkest days of the depression, twelve students came to the bottom of their purses. With the abettal of Dr. Dan Russell of the sociology department, they pooled their funds and rented a "haunted" house near the campus, and managed to scrape through the second semester. That summer, C. E. Bowles, and other county agricultural agents in the extension department, found many farmer boys who wanted to attend college but who had very little money. They found farmers with large supplies of food for which there was no market, so they encouraged these farmer boys to can vegetables and fruits during the summer and meat in the fall to provide a large part of their groceries. These county agents provided cooperative trailers to bring in these supplies.

The cost per boy per month for some groups was as low as \$4.62, which covered rent, utilities, cord wood which the boys cut themselves, and such groceries as they had to buy. This year, 1,171 men are living in cooperative units. No unit spends more than \$13.00 per month per student. Having taken over all suitable buildings available near the campus, it was forced to push farther away until now it has 50 units, spread over four miles. This wide scattering of houses has forced the cooperative into the operation of a transportation system of its own.

Members have also found it advisable to secure barber service and general supplies cooperatively. Some members, since graduation, have even interested A. & M. alumni to assist in financing the construction of houses near the campus to make possible additional units. The Washington County alumni unit is the outstanding example of this plan. Dr. Russell states that there has been a smaller percentage of hospital cases from cooperators than from their dormitories. It is a military school and these units are inspected, but they receive fewer demerits than dormitory students.

At the University of Texas, the cooperative movement had a modest beginning in the fall of 1936, with one unit for men and one for women. This year, there are 9 units for men, and 2 units for women, housing approximately 225 students who will save approximately \$25,000 this year. The average cost per student per month will be approximately \$16.00. Two units have cut expenses materially by having one central kitchen. Each house is managed independently, a house-manager being supplied by the Dean of Men, and the housemother and treasurer are elected by each group, subject to the approval of the Dean of Men. A councilman is also elected and this group is called the House Council which administers the policies of the group. The councilman also serves on the Inter-Coop Council, which is made up of one member from each unit. This group receives bids from various dairies, bakeries, grocers, and so on, and is able to cut expenses materially, through this means of cooperative buying.

It is possible to make a rough generalization of two different plans for student cooperative houses. In plan one, the college takes care of all expenses and makes a specific reduction to the students. Because of the amount of supervision and responsibility taken by the University,

this plan does not seem to be the most popular. It tends to be more of an accommodation offered to students than a true cooperative enterprise made possible by the willingness of students to undertake the major responsibilities connected with this type of housing. Wisconsin is one of the best examples of this plan. The houses are entirely self-supporting, and the central business office supervises the accounting and general operation. The university employs a man and his wife as managers, who are largely responsible for the operation of these homes.

In plan two, the student group pays all the bills and divides all expenses and work equally. It has proven more popular because it offers more social and educational values than plan one, because the students feel that the success or failure of the undertaking rests in their willingness to do the assigned house-keeping tasks satisfactorily.

Such units should be entirely self-supporting, not relying on the University or college for any type of subsidization. Unless the units pay for themselves, an element of unfairness may creep in if one group is "given" privileges by the college which other students must pay for.

Various ways are used to remove the social disadvantage which might become attached to the cooperative house or its occupants. Frequently, social clubs are formed by the residents, these having somewhat the same status as fraternities. Many houses sponsor dances, smokers, skating parties, invite faculty guests, encourage participation in intramural athletics, schedule a system of exchange of guests with other houses in Sunday dinners, plan exchange dances with dormitories. Dean Franklin of Boston University comments that "It affords an avenue of expression which many college students are seeking today. It keeps them in touch with house management while they are preparing themselves for life. It places continual responsibility upon them. It calls out their initiative, teaches them thrift, gives them an opportunity for constructive leisure."

Experience seems to indicate that each group should have a supervisor to direct the management and act as hostess. She receives room and board and a small salary in return for her services as cook, manager, and hostess. Definite detailed contracts should be drawn between all parties concerned. Each group should have some kind of house organization, with a council made up of representatives of the various groups. Each member should put up a deposit equal to the average cost per student per month.

Members should be selected on the basis of financial need, a creditable scholastic record, good health, and a cooperative spirit. Four of the most successful units at the University of Texas have housemothers who had been failures when attempting to operate a boarding house for men students. Given the aid of a group who saw to it that the house was filled to capacity and that all accounts were collected, they have been successful.

To operate efficiently, and to save money for its members, the cooperative must interest some of its members in something transcending economy. These leaders discover that they must steer between two

evils: Too little government, and too much government. They must put group interest ahead of selfish interest. All kinds of students are found in these cooperatives, and they will disagree on many points. During the past Christmas holiday conventions, the Y. M. C. A. and Y. W. C. A. groups meeting at Oxford, Ohio, the American Student Union meeting at Vassar, and the National Student Federation of Americans which met at Albuquerque, New Mexico, all disagreed on many issues but all endorsed the student cooperatives.

In conclusion, I cannot emphasize too strongly the value of these enterprises that are making a real and practical contribution to the educational process, that should produce leaders who will be better able to go beyond the college campus and assist in improving an economic structure that is battered and unstable from mismanagement. It offers a definite hope and remedy to the student who is overcome with sentiments of "Weltschmers." We should do everything in our power to assist in forwarding this form of student assistance because it does not weaken, but strengthens the student; it very definitely does not make a "gimme" out of him; it does something positive for him and not negative to him. (Applause).

For the remainder of the time we have two men who have made a study of certain plans of cooperative enterprises on their campus and surrounding campuses. I will call on Dean Julian from South Dakota.

Dean J. H. Julian (University of South Dakota): Mr. Chairman: We tried the cooperative housing proposition 25 years ago, and as I happened to be connected with the financial side of the University for just about that long, I found a great many financial situations dumped on my door step—not pleasant ones. So, we set about to try to find some way to eliminate those things. Our school is not large and we had no particular need for cooperative houses. We did have a need for cooperative boarding clubs, and that, as I say, has been in existence now for about 25 years.

The direct management and the collections are in the hands of officers appointed by the University and the University holds the student for payment. That came about as a result of several rather loosely formed cooperatives, one of which went on the rocks finally and left unpaid bills, and the other made too much money. There was always a question of what became of the money. There is never any question now, because it is public property, published in my reports every year.

The difficulty which this organization has had in the operations has come about from the fluctuation of the enrollment and the number of students interested in the organization. It is still right side up and has enough money to keep operating. That has been accumulated over a great many years. But, in some respects I suppose it would not qualify as a true cooperative. The other organization is a perfect cooperative. It is the college book store. It has been operating now for 27 years. It started with no capital whatsoever. They kept a share of stock sold to as many students as would buy for \$2.00. About 400 students bid on it. They had 80 students and bought and sold books

for cash. That is the way they started. It has worked out very well in a number of details which I will not attempt to bore you with, but which directly affected this cooperative at the time it started.

At that time, book companies would not sell to any organization that cut prices below the established prices fixed by them. This cooperative was organized and was incorporated under the laws of the state. That gives it a continuing existence which it would not otherwise have. Students who purchase supplies at the college cooperative store are given certificates or sales slips on the basis of which they receive dividends at the end of the year. That, of course, is the way you return to the student the profits on the book, insofar as you can. That organization has worked out very well.

We declared dividends at the end of each year, and those dividends have run up as high as 25 per cent. The normal dividend however, now, is 10 per cent for a very interesting reason.

Law books are sold on consignment at a profit of 10 per cent. They may be returned at the end of the year if not used. We have been able to get around that pretty well, but we had to stop declaring a dividend, which gave the law students an advantage over the other students. So, the stock dividend at the present time is 10 per cent. We have had some difficulty with that organization because of the changes of student management just as we had in the case of the cooperative boarding club, and it is largely for that reason that the university has taken a more stringent, regulative attitude toward the boarding club in appointing a manager.

We also had to remodel the constitution of the cooperative store to provide for a faculty man who carried on from year to year. All the help consists of students, and the manager is a student. That for the most part has worked out. It has never been in the hands of the receivers.

I have been interested in looking about my section of the country to find out how the cooperative proposition has been handled. In every case that I have first hand information on, the college has a pretty strong hand in the operation of the cooperative.

There is one institution I am thinking about that has cooperative dormitories for girls; but there is a regulation that the girls must room in the dormitories. That, in itself, makes it possible for the cooperative to have a guaranteed clientele. In this particular institution, the girls pay the regular dormitory rent that every other girl pays, and they pay \$2.50 for food which they prepare themselves under the supervision of the dietitian who is hired and who is responsible to the college. (Applause).

Chairman Nowotny: Now, we have a newcomer who is going to tell you about the institutions that have agricultural problems in particular. Dean Beaty of Florida, is going to discuss what he found out from those units.

Dean R. C. Beaty (University of Florida): I think that all of us realize in recent years the importance of the cooperatives, not only in economic life in general, but with that of students. I wrote to a few institutions for specific examples, particularly in our section of the country, the Southeast. I do not believe we have had many cooperatives on our campuses in that section until recent years.

The depression years have emphasized the importance of the place of cooperatives in our economic life. Cooperatives of different types have been found on the college campus of this country for over half a century. In this panel discussion I am going to consider merely the cooperative living organizations involving one or more of the following items: Room, board, and other incidentals such as laundry, dry cleaning and barber shop services. Even by restricting our consideration to the cooperative living organizations, we find it extremely difficult in many instances to draw the line between that which is a true cooperative and that which is merely cheaper living accommodations, resulting from a difference in quality, a difference in the type of accommodations, from an actual subsidy by the college or someone else, or from more economical management.

According to a publication issued by the Department of Agriculture, there are certain basic principles which all true cooperatives have in common:

1. True cooperative enterprises are owned by the people who use them and are managed in their interests.
 2. Profits do not go to a group of people who are concerned with the business chiefly as owners, but they go to all of the users who have jointly undertaken the affair in proportion to their use of its services.
 3. The enterprise is democratically controlled on the basis of one vote per member rather than on the basis of one vote per share of stock.
- With this interpretation of the cooperative it is doubtful whether there are to be found many real cooperatives on the campuses of the country.

As cooperatives are operated on the college campus, insofar as meals are concerned, it seems that there are four ways in which they can effect a saving for students who, otherwise, would have access to meals at a dining room run on a non-profit basis by the institution itself:

1. The cost of food stuffs may be reduced by the students who, coming from the farms, grow and furnish many of the commodities used in the dining room; or by purchasing the food stuffs at a closer margin from local markets.
2. In the preparation of the food, in which student labor is used.
3. By students acting as waiters in the serving of food from the kitchen to the table.
4. Cleaning up, and janitorial services incidental to the serving of food.

In all of these means of reducing living costs, one detects evidence of cooperative organization where the student effects a saving, either through the cost of food itself, or through a corresponding exchange of services in the form of labor. On campuses in all parts of the country there is an increasingly large number of ventures of varied descriptions that are run and operated by students, in their attempt either to cut the cost of their education or to make it possible for them to go to school and at the same time pay for their education as they go. A large number of these enterprises are generally subsidized in some way by the college, the State or Federal Government, or individuals interested in helping needy students. These subsidies may be in the form of buildings, equipment, light, heat, water, supervision, management, bookkeeping or accounting; or it may be that the enterprise merely attempts to eliminate certain overhead costs by allowing the members to perform services which ordinarily would have to be purchased.

At the University of Tennessee, according to Dean Massey, there are two cooperative dormitories; one for boys and one for girls. The buildings are furnished by the University, the accounting and bookkeeping are done in the business offices of the University, and it is by careful organization and division of labor, performed by the students, that the actual cash outlay for room and board has been reduced to \$10.00 per month per student. The actual cash costs are further reduced by some students who are allowed to bring from home, farm commodities which are used in the dining hall and which are purchased from the students at wholesale prices. This enterprise has been in operation for several years, and Dean Massey states that the experiment has been successful from every angle. It is likely that another dormitory of this type will be opened next year. Dean Massey goes on to say that the educational, social, and economic advantages to be derived from cooperative living might be summarized as follows:

1. Training in economic organization and self-help.
2. Training in citizenship through self-government.
3. Training in management of time.
4. Training in the management of available resources.
5. An opportunity for young men to develop leadership and administrative ability.
6. Training in high standards of living at minimum cost.

At the University of Arkansas is another type of cooperative which is unique in that it has been organized by the 4-H and the F. F. A. organizations. These cooperatives are supervised by the Agricultural Extension Department and the Smith-Hughes workers. The reduction in the cost of board is made possible by requiring each student to bring to the campus large quantities of farm products, which are used for table board. They claim that room and board, after the first month, is reduced to \$12.50 per month per student. This is possible because

the students themselves furnish a major part of the commodities used. There are three houses of this kind in operation at the University of Arkansas.

At Oklahoma Agricultural and Mechanical College there are two cooperatives housed in buildings donated by the Federal Government. Two C. C. C. camp barracks have been refinished and put into operation by the college. They have been turned into dormitories—one for boys and one for girls—and are supervised by the College. A vocational agricultural project has been worked out in cooperation with the National Youth Administration in such a manner that the students are allowed to put in enough time working at the rate of 30 cents per hour to give them \$24.00 each, per month. Through this plan, room and board has been reduced to \$15.00 per month per student. The boys and girls who make up this group, according to Dean McElroy, are from families on relief and would not be able to attend college were it not for the operation of this project.

At the University of Kentucky there is a cooperative house for girls under the control and supervision of the Home Economics Department. Reduction in costs here is brought about by allowing the girls to bring commodities from home, and by the work they do in connection with the operation of the house. Dean Jones states that board, room, and laundry has been reduced \$100.00 per year for each student.

At the University of Florida we have two cooperative houses under the same management, with a total of 47 men students. This organization started five years ago with four men in a three-room garage apartment. The success of this cooperative has been due to organization, division of labor, and a careful selection of those who are to be allowed to come into the set-up. The Administration of the University has had no control, either directly or indirectly, in the promotion, management, or supervision of this enterprise. The houses are located off-campus and rented from private individuals. The monthly assessment for each student for the 1937-38 period has been \$20.00 per month per student. This includes room and board only; but discounts on laundry, shoe repairing, and dry-cleaning are made through contracts with local firms. During the five years this organization has been in operation, it has ended each year clear of debt, with a small surplus. At the present time it has assets approximating \$1,400 in the form of furniture and equipment that has been purchased with surplus earnings.

We also have a C. C. C. camp barracks on the campus, donated by the Federal Government and refinished by the University, used as a dormitory for boys. It houses approximately 20 boys who perform all the services necessary for its operation and only have to pay the cost of light, heat, and water, which amounts to about \$2.00 per month per student.

The student cooperatives, as they are being operated, have advantages and training value, but they also present very definite hazards to wholesome student life. They are advantageous in that they train

young people in self-government, in economic management of their financial affairs, in the appreciation of the value of a dollar, and in the ability to live and cooperate with a group in working out the financial problems involved in attaining an education.

On the other hand, there are very definite hazards which students face in trying to earn as they learn. With the increasingly large number of students in recent years, the question of a job to pay expenses becomes primary, and attendance at classes and study has become secondary. There is that tendency, therefore, on the part of students to attempt to carry a full academic load and at the same time try to hold a job which will pay enough money to defray a major part of school expenses. Many students feel that they are being cheated out of something and are missing a great deal that college life could give them. Others are becoming discouraged and have to drop out because they cannot make a living and go to school at the same time.

In conclusion, I would like to suggest that in view of the financial difficulties with which students are faced, the college administration may be forced to give more attention to this type of self-help. The Deans of the Students have to give this more attention in order to protect students against trying to do too much, trying to do two full time jobs—going to school and making a living as they go. (Applause).

Chairman Nowotny: It is very evident that in this topic, the size of the institution and the type of students that are in the institution—whether it is co-educational—determine very largely the policies that you have in the institution as to these projects.

Dean E. L. Cloyd (North Carolina State College): I would like to ask what the attitude has been of the city or business chamber of commerce, or the merchants and associations in these centers where you do have cooperatives? Our experience has been that the minute we try to do anything cooperatively out at the college, somebody chases down to the legislature to keep us from selling coal, flour, or meat that we kill.

Chairman Nowotny: In our institution we do not have that. When they try to buy wholesale, you find wholesalers trying to boycott the merchants with wholesale prices. But, what this group of boys did on our campus was just to ignore the wholesalers. For example: These seven managers got together and formed the Cooperative Council, and everyone submitted a bid to the group. They buy all their bread from the lowest bidder in that field, and so on.

Is there any other school represented that knows how to answer the question about the difficulties with wholesalers?

Dean Beaty: I think that is a problem in many places. The minute the university steps in to supervise, we get in trouble. For that reason we have no cooperative on our campus. But the boys on the outside go ahead and run the cooperatives.

Dean Julian: As far as our deals are concerned, we simply put

them on strictly a price basis. Any dealer that wants to do business on cost and 5 per cent, will get the business.

Chairman Nowotny: There is one thing that is suggested at the University of Texas, setting out the cooperative principle: That we are doing something to a man instead of for him. When the boys rent a house at the University, they pay the same rent as if you or I would rent it. They pay the same for the light and water. If there are any services performed they pay for them. I think the boys would rather have it that way.

Dean C. S. Geddes (University of Minnesota): There is a little book published by William F. Moore of the Cooperative League of America, that I would suggest anybody interested would write for. It is called, "Campus Cooperatives". It can be gotten by writing to the Cooperative League, 167 West 12th Street, New York City. It is full of information compiled relative to the college and campus.

Dean H. F. Heller (Eastern Illinois State Teachers College): I think I understood you to say something about the N. Y. A. corporations in the cooperative dormitories. Do you have many difficulties there, or is it just a local proposition?

Dean Beaty: I think it is a local proposition.

Dean Heller: Do you mean that you use N. Y. A. students to do cooking, and so on, on this campus and pay for that by government funds? What is the work that is done by the N. Y. A. students?

Dean Beaty: That is an N. Y. A. project in connection with the agricultural project, in which they work a sufficient amount of time and turn around and use it to pay for room and board.

President Gardner: The purpose of these discussion groups, I might say, is not to arouse questions in your mind to answer on the floor, as much as it is for discussion afterwards.

Now we will get away from this rapid-fire, machine gun dialect from the south, and come north to another problem in another group, "The Dean of Men Looks at the Failing Student." Dean Mitchell is the Chairman, and associated with him are Dean Lanfear, and Dean Schultz.

Chairman F. T. Mitchell (Michigan State College): Mr. Chairman, and Members: This topic that we have before us this morning is one which is of importance to all administrators generally and personnel workers in particular.

In the division of this question for discussion, the committee has divided its efforts in three general directions. Dean Lanfear of the University of Pittsburgh, will present the role of the Dean of Men in relation to the failing student and what steps institutions may take to prevent student failures. Dean Schultz of Allegheny College, will present what may be done to discover causes of student failures and remedial measures that may be applied. For my part I should like to present to you a summary of results of a study being conducted by four Michigan colleges of which Michigan State College is one partici-

pant. The purpose of the investigation is to determine pre-requisites for scholastic success.

Dean Lanfear, will you present your side of the question?

Dean Vincent W. Lanfear (University of Pittsburgh): A balanced educational program must concern itself with the whole student—not just with the intellectual side. A man's success depends upon his physical, social, moral, spiritual, emotional and vocational adjustments quite as much as upon his mental development. In those schools where entrance examinations are required or where only those in upper divisions of high school graduating classes are admitted there is little doubt that the majority of the students admitted are qualified mentally to do university work. As techniques for measuring failures are improved we shall probably find increasing evidence to show that more college failures are due to lack of motivation, emotional unbalance, or personality maladjustment than to lack of mental ability and training.

In our educational programs of today we give most of our emphasis to the intellectual development of the student and an increasing amount to physical health protection, but we still continue almost to ignore the social, emotional, moral, vocational, and other personality phases insofar as an organized and orderly approach to the problem is concerned. In other words we have been admitting students putting them through the usual academic tests, and then dismissing all those as intellectually unqualified who are unable to survive the academic hurdles, even though their trouble may have been due basically to physical disabilities, emotional disorder, or lack of proper motivation.

Many of those who have been eliminated certainly were able to do college work insofar as their mental equipment was concerned, but failed because of unhappy circumstances at home, or because they had chosen the wrong profession, or because of some other factor beyond their control for which they had received no training designed to teach them how to make the proper adjustments.

The faculty member has little time for dealing with these non-intellectual phases of education, and even if he did have in most instances he has not had the proper training to deal adequately with such delicate personnel problems. As a result, the Dean of Men or other personnel officers must do what they can to help the student make adjustments to college life in a way that will tend to reduce the causes of failures. In short, the Dean of Men is a teacher in a very real sense and a teacher of students rather than of subjects.

In carrying out the principles of individualized education the Dean of Men must certainly take the lead, even though not specifically responsible for the scholastic welfare of the student, for his teaching or counseling must by its very nature be highly individualized. But after all, wise counseling is nothing more or less than teaching at its best.

Our problem with the failing student is to find the cause of failure and then apply a remedy for correcting the difficulty. We have now a number of tests such as psychological, adjustment, placement, aptitude,

physical and the like which can give us a fairly good instantaneous picture of the student at any time. Especially is this true when tests are used in conjunction with the student's cumulative record. In other words, the tests constitute a diagnosis, the same as a physician makes of his patients. A diagnosis, however, is of no value unless the knowledge so gained is used for the purpose of applying a corrective treatment.

The university counselor is the doctor for dealing with emotional and personality difficulties among students. He studies the history of the student's personality as carefully as the physician studies the health record of his patient. He prescribes treatments and watches the results changing his prescriptions as he gains additional information about the student, and as the circumstances seem to warrant. He will frequently find that additional tests are required because the ones for which he has results do not give sufficient information to get at the root of the trouble. In short, his counseling is supplementary to, and acts as a check upon the test diagnosis. Such counseling is also the means by which remedial measures are administered.

It is obvious, therefore, that the results of dealing with failures due to maladjustment will be no better or no worse than the quality of the counseling. Giving a man a title does not make him a counselor, and the importance of having counselors who are carefully trained for the work and who have a real interest in it cannot be too strongly emphasized. It should also be remembered that success can be obtained only by working with students in small groups or individually.

We have found at the University of Pittsburgh that our freshman orientation program is one method of approach offering possibilities for dealing concretely with the problem of the failing student. With the large enrollment that the majority of our universities have today, it is impossible for one man to devote personal attention to each student. Increased specialization and heavy teaching loads resulting in lack of opportunity to get well acquainted with the students eliminate the average instructor as a personnel officer—a function which he once carried as a part of his regular duties.

One of the first problems presented by each incoming freshman group is that of helping them to make a satisfactory transition from high school to college. Many schools have an orientation or freshman week to give these first year men general instructions and advice. If an orientation week has value, why not an orientation semester or year, since much of what is said and done in a crowded first week will be forgotten by the student.

Probably the major problem in dealing with each entering class is that of coming to know the students as quickly as possible. In an attempt to meet this problem, we at the University of Pittsburgh have divided the freshman class into small sections, never exceeding twenty-five, which meet one hour a week during the first semester. To each section is assigned a faculty member, carefully chosen because of his

interest in student welfare, and two upperclassmen counselors to assist him. The latter for the most part are chosen from the senior class. You may ask why we use student counselors or assistants in these sections.

In the first place, the freshman will frequently feel more at ease with another student than he will with a university official, and consequently will present his troubles to the upperclassman counselor much more readily than he will to the instructor. The student counselor, of course, passes to the instructor all information he gets concerning the individual freshman.

In the second place, the upperclassman meets the freshman more often and more informally than the instructor can. He is assigned ten or twelve students whom he meets individually and in groups. Several meetings are held before classes start, offering the opportunity to meet problems such as conflict in schedule, or other errors in registration. Such difficulties will come to light immediately, before the student misses any classes through no fault of his own. The senior counselor will often learn of bad social conditions, economic troubles or other personal difficulties troubling the student before the instructor will discover them. The upperclassman counselor also takes the student through the university buildings, helps him to find his classrooms, explains to him the customs, traditions and life at the university in a more effective way than the instructor can do. He introduces the freshman to other students and to any extra-curricular activity group in which the boy may be interested. In urban universities where the major portion of the student body commutes, the street car student presents a real problem, for he has a tendency to go home immediately after his classes are over and so loses the value that comes from participation in campus life. Where the students live in dormitories, this problem does not exist. The student counselor is a very effective medium for bringing the commuting student into the campus life of the university.

In the third place, these upperclass students get a real value from the experience that goes with the work. They respond to the responsibility given them, and counselling positions become an honor sought with eagerness by the senior students. Of course, all student counselors have to go through a period of careful training and have written instructions to follow. Those who fail to live up to the responsibilities imposed on them, must be replaced if the system is to work successfully.

The instructors or faculty counselors for each section must be chosen with even more care than are the student counselors. They too must meet together and discuss the objectives of the program as well as the methods and techniques for realizing them. The instructor should familiarize himself with all the existing information about each freshman in his section. Such information will include the results of psychological, adjustment, or placement tests and the

like, as well as the cumulative information that the high school provides.

After classes begin, the first problem for the section leader is to come to know each student as soon as possible. This includes knowing the student's different characteristics and personality traits. The better he gets acquainted with them, the more readily will they bring their problems to him. The freshmen will, therefore, make a more successful adjustment in their transition from high school to college. A large number will have little trouble in fitting into their new environment. These are the fortunate ones who need little counsel and can shift for themselves, but many others will have problems from the first day, which they cannot or will not solve for themselves. The sooner the counselor can find which ones are in most need of good advice the more valuable will his work become.

In order to help the freshmen have a feeling of "belonging", we give them, first, a brief history of the university, then the idea that by virtue of their registration they are also assuming responsibilities which they will be required to meet as adults. They now have a new freedom which they have not had before. Teachers are not going to "keep them in" or mete out other punishment for poor performance. If they do not do their work they will be dropped. They must furnish their own incentive to a large extent and stand on their own feet as adults more than they have ever done before.

Second, the extra-curricular activity and fraternity program is carefully explained. Their values and dangers are pointed out. Illustrations are given of mistakes that are frequently made by the students in their activities participation. General rules and requirements are explained for participation, so that they know beforehand what is expected of them. The student is very much in need of advice during the first few weeks of school because he is bewildered by the number of things competing for his time. His choices will be wiser if he has some understanding of the pitfalls and dangers in his path.

The third section for discussion in the orientation program concerns the time budget. Each student is required to make a time budget, and blanks for the purpose are provided him. The instructor should go over this budget with every student individually and help him to prepare a model time schedule. Of course, the extent to which the student will actually follow a time schedule will depend upon how effective the instructor is in convincing him of its value. When asked to note how they spend all their time each day, the students are surprised at the number of hours for which they are unable to account.

The fourth section deals with study habits and techniques. The discussion includes such things as having an objective, developing an interest, improving reading habits, developing the power of concentration, and preparing for examinations. The character of the questions raised in these discussions will usually indicate where a student is having difficulty. The instructor should use such indications as a guide for his individual counseling outside of the class period.

It is surprising how quickly a student will respond when the discussion touches some phase of life which has been troubling him. His eagerness for advice in such instances, and his attempts to correct poor study habits are most encouraging. While it is impossible to measure the value that the students get from these discussions, the vast majority have expressed themselves at the end of the course as having been aided very much by the program.

Instruction in note taking constitutes the fifth section of the program. The discussion includes efficient methods of taking notes from books and periodicals, as well as taking lecture notes. It is important in this connection to give individual instruction, in many instances, by taking the student's own notes and showing him how to pick out the main ideas, eliminate the padding, and then put the important points in their proper sequence by means of outlines.

The sixth section is devoted to a discussion of personality and its development, including manners. An attempt is made to impress the student with the idea that most of our adult interests are acquired and, therefore, much more than we realize, we are able to develop the kind of personality that we would like to have. Whether we make good or bad impressions is primarily a matter of personality. The student should certainly be made aware of the importance of developing favorable characteristics. The individual should be taught to present his abilities in the way that will make the most favorable impression. Most people will not point out another's shortcomings to him, and it is therefore all the more necessary that we do what we can to correct the student's personality defects while he is in school, because after graduation his shortcomings may cost him a job or advancement.

The seventh section is devoted to a discussion of how to use the library. Many students, especially from the smaller high schools, have had little instruction or practice in using library facilities. Often they will worry over writing a report or theme on a subject about which they know very little, and turn in something that is poorly done, when they could have obtained more material than they needed by going to the library and looking it up. They become emotionally upset and waste more time than it would have taken them to have prepared a good paper, had they known where the material they needed was available.

The eighth section of the orientation program concerns the choice of a vocation. We all know that most of the high school graduates have not had enough experience to know in what field they will do best. Many have been pushed into a certain department by parents; others choose their field on the basis of the prestige which they think the profession or vocation carries; others just drift into a field without any particular purpose. But whatever may be the reason for their choice, the fact is that too many are in the wrong place and will help to swell the ranks of failing students unless they receive some guidance early in their university course. When a boy is registered for a pro-

gram that he does not like and for which he has no aptitude, there is no doubt that it will affect his scholarship adversely. Probably in no field is wise counseling more necessary and more valuable than in helping students to choose a vocation in which they can be successful.

No work is ever done well unless there is a strong motivation urging the worker on. The student who has chosen the wrong vocation does not have such motivation and, therefore, finds it most difficult to develop an interest. Even when the student is well-fitted for the work he has chosen there will often be certain required courses for which he can see no use and, therefore, he will not do well in them. In such a case it is necessary to point out to him in what way the subject has an important relation to his own life and work. When we find a way to fire the students' interest in their work by relating the subject matter to their experiences, we will then have found the solution for many college failures.

Where students have made a wrong vocational choice, the error is likely to be revealed during the discussion pertaining to the choice of a vocation. Transfers can then be made to other schools and departments before the student has failed or lost confidence. Frequently a boy who is doing poor work in the pre-medical course, for example, will do well when transferred to the social sciences. The good counselor will be quick to detect problems of this nature and guide the student into a field where he can succeed.

During these discussions, the instructor should be studying his students carefully, noting their strong points as well as their weaknesses,—their good qualities as well as their bad. The type of home environment represented by those in a section will range from very poor to very good, and the instructor must take these differences into consideration. Cases of extreme maladjustment will be brought to the attention of the Dean of Men as soon as discovered. Some of these cases will require the services of a psychiatrist; others must be persuaded to give up part of their outside work or take a lighter university schedule; others will need to be transferred to another school or department; while some who are in school merely because they are being sent and have little interest or ambition should be dropped.

But without emphasis on the purely mental phases of education we sometimes do not realize how difficult it is to discover that a student is maladjusted, and we certainly cannot help him until we know he is having trouble. To wait until the end of the first semester or even until mid-semester is too late for many of those who are in most need of wise guidance. The class meetings of this orientation program should, therefore, be kept as informal as possible and used as a means to meet the student individually and naturally for further counseling; but in no instance should the work be in the nature of coddling or spoon feeding. The way to help a person is to show him how to help himself rather than doing it for him.

We have found the orientation program very helpful, and as re-

finements in procedure are made it should become increasingly successful in dealing with the whole problem of student failures. (Applause).

Chairman Mitchell: It is now my pleasure to present to you Dean Schultz.

Dean J. R. Schultz (Allegheny College): The basic principle in dealing with the student, delinquent or otherwise should be the treatment of him as a particular individual. Every student has a separate personality, intellectual capacity, cultural and family background, health record, amount and type of general knowledge. Ideally therefore, every student should have a special curriculum, tailor-made for the individual, suiting his capacity and meeting his particular needs. To approach this ideal in whatever degree we can we must enlarge our knowledge of him at every possible point. We must know not only his training and academic accomplishment up to the time he enters college but every other element that may affect his college work.

Through the various tests administered to entering freshmen we gain a great deal of information. The psychological, college aptitude, reading and other tests tell us much about his ability and capacity for college work. A system of advisers, counselors, interviews with the Dean act in various ways upon that information. Orientation courses attempt to help him with certain techniques of study, notetaking, use of the library and the like. The chief weakness in the handling of such a program is the tendency to depend too much on the material collected at the time of the student's entrance without measuring from time to time the progress that is made. The usual reports of grades in regular courses are received and used in counseling students, but this is not all the picture. We must attempt to follow up in various ways the disclosures made by the earlier tests, to add other means of measurement and make our program one of continuing personnel study. Let me take a few examples from our procedure at Allegheny.

Since one of our required freshman courses is that in oral and written composition offered by the Speech Department, we give tests on a national norm for placement in different sections. Voice recordings are also made. At the end of the year the same tests are given to discover what progress has been achieved—this in addition to the regular marks on the work of the course. But these tests often reveal more than attainment and ability in the field so we follow through with further tests and recordings, especially where there are speech difficulties.

The general health record and physical examinations at the beginning give us information about health factors that must be checked on from time to time throughout the student's residence. A tuberculin test, for example, that shows a positive reaction must be followed up by later tests.

A vocational interest test given at the beginning of the freshman year indicates tendencies that must be checked on later to determine its validity, especially as the student enters on his major field of study.

This will give a better basis of advising than interviews held later on the basis of the original test.

The librarian keeps a list of all books drawn by students and sends them to the Dean so we may know what reading is done outside the requirements of regular courses. We discover some surprising facts about individuals by this procedure.

Clippings from the college newspaper and literary magazine are filed in the American Council folder, and records of debating, musical, dramatic and athletic activities are reported by the respective departments with judgments from different points of view. The folder thus contains besides the varied notations on the card, a sheaf of reports and correspondence about the individual. Frequent conferences with advisers bring additional items and thus much information is made available to the Dean, especially in his talks with failing students. The student has gone through a clinic with frequent check-ups and reports on the factors that affect his academic health.

In a further effort to round out our knowledge of the material with which we deal we have recently added a new feature, an examination program to test the student in all fields of knowledge, to give us what we may call an "intellectual inventory". We would like to find out just what a student knows when he comes on the campus, then measure his growth up to the time he leaves. There are three examination periods, therefore,—one at the time he enters college, one near the end of his sophomore year, and one near the end of the senior year. So far we have had only the traditional reports on attainment in particular courses. We know what the student has done in the general survey courses and in his field of concentration, but what other information has he gained outside of the formal curriculum?

The Pennsylvania Study, a report of which has been recently released by the Carnegie Foundation, shows a wide discrepancy in the amount of knowledge gained in school and college. Some freshmen actually know more than the seniors when they are graduated. While we put the same stamp on our graduates when we give them their diplomas there is a wide variation in the amount they have learned. Certain details are devastatingly revealed in the Carnegie Foundation Bulletin No. 29. The conclusions drawn there are that the basis of graduation must be modified and that a series of tests will in time be substituted for a specified number of courses and credits. We have at present made no such assumption. No student will fail or pass on the basis of the result. Nor do we wish to convert our faculty largely into an examining board. We have just one more factor to add to others in dealing with our students. In the case of our good students we will expect them to show high attainment in certain fields, even going out on top in some while showing progress in all. In the case of poor students we will discover fields where they have gained a great deal not required in the formal courses. If the results are approximately the same as the class reports we will have corroboration of our con-

clusions as to what good the college is doing him.

As a preliminary to instituting the tests by classes we gave them to the entire student body last month. Whenever possible we have used standard tests, but since there are few available on the college level we have had to depend largely on tests made by our own departments. We had about 2000 questions and gave about 10 hours to the total examination. We are now making an item analysis and attempting to check the validity of the tests for our students. Next fall we will give the revised examination to the entering class, and the same class will be checked as described in the sophomore and senior year. The tests are as wide in scope as possible. They include objective tests in spelling, English usage, vocabulary and grammar; literary comprehension and achievement; foreign language; speech; general science; mathematics; history and social studies; philosophy and religion; library techniques; fine arts and each of the separate sciences. These examinations will be supplemented by more difficult and specialized examinations at the latter part of the senior year. We have had the cooperation of the Carnegie Foundation throughout the past year through conferences in New York and in Meadville with Dr. Lerner, Dr. Wood and Dr. Langmuir in criticising the tests and setting them up. The Foundation has graded the papers and made sample profiles. Their help has been invaluable especially through the conferences at Meadville.

While it will be impossible to measure growth by the tests just given to all students at one time, we can make comparisons by classes and gain information about individuals. We are making up profiles of each student, one of which will be given to him, another retained for the records. Conferences will be held in connection with them and other factors in his record taken into consideration. Already certain striking facts are evident although the picture is not yet complete. There are freshmen who make a better showing than certain seniors as we might readily predict. But even there we find many fields where progress is possible and the succeeding years of college may be highly profitable in filling in gaps and making still more advancement in fields where attainment is already high.

Not until we have had several years experience with the three steps in giving the tests can we evaluate with any degree of certainty the results obtained, and we have no ground so far for altering our general procedure. For some time to come we will simply be asking questions. We will try to consider each profile with reference to the individual concerned and in connection with his total picture.

So far I have been talking about all the members of the college body whether they are Phi Beta Kappa material or belong to that familiar class where the intensity of acquaintance with the Dean grows with a lack of achievement in the course of study. The discussion of such procedures as I have described, however, are especially pertinent to the problem of the failing student. The Academic Dean or the instructor

judges a man according to his ability in the well packaged bundles of knowledge which we call courses. But the Dean of Men knows that many factors enter into the student's progress in any course or field. He is the one who must discover the personal, individual and private problems that enter into every picture. Every scrap of information that can be gathered has its special significance. The student does not remain the same person throughout his four years on the campus and we must examine his case again and again just as a doctor does not abandon a patient after he has been through the clinic but follows up with a treatment that has been indicated as promising results.

As an important feature in this clinic I look for much help from the "intellectual inventory" which has been described. There has always been something incomplete in a judgement founded on grade reports. We have always known that there has been an accumulation of knowledge outside of class. But how much? Of what sort? Perhaps these new tests of ours will help us to find out.

One thing is evident throughout this discussion. We must make our picture as nearly complete as we can in dealing with a failing student. We must establish a clinic that will reveal every possible disability and give treatment in the light of the total situation. And most important of all, we must have a continuing program that will check up from time to time, measuring progress again and again until the student is no longer delinquent, or has demonstrated that he is not worth our efforts. (Applause).

Chairman Mitchell: Thank you very much, Dean Schultz, for this very able discussion.

In the sheets* which are before you, you will find an outline of this study being conducted on our campus, the purpose of which is to discover the prerequisites for scholastic success. The aspects of the study in which I have taken part, deal only with men students. We are studying with the student in groups and individually, causes as to why he is doing failing work. A very large per cent of students are anxious to analyze the causes for their failure and cooperate splendidly. You will note, under arabic 1*, is the information which is available on every student. That is simply a matter of institution record, and is available to every student.

The supplementary data needed, as shown under arabic 2**, had to be obtained from students working in groups, with some individual counseling. It has taken a meeting each week over two quarters or terms with much individual work, to complete the supplementary data. One of the surprising things about the study has been to see how quickly students are able, under direction, to analyze their own difficulties and how anxious they are to follow suggestions of a remedial nature. Under arabic 2**1, sections D, E and F, seem to have been

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the areas for most causes of failure. To verify the findings of the study of the failing group, students whose class and courses were the same, and whose native abilities were similar, but who were doing acceptable school work, were paired with the failing student group. The successful student had to be urged to spend time on this study. Each student in the successful group, went through the same routine activities as did the failing student.

You will note under arabic 2**, that information about students classifies under eight headings, which were worked out very largely by the student group.

In a summary, which is only tentative, the following seem to be prerequisites for scholastic success.

1. Above average in native ability.

We have found an interesting angle on this. There are about 26 per cent of the failing students who are in the upper 25 per cent in native intelligence. It is not the dummies who are failing, but it is likewise the students who have much ability and who have not applied it properly.

2. Normal health and growth and development.

3. Adequate high school preparation.

4. Ability to read rapidly, with a high degree of comprehension.

We have given tests indicating the inability to read correctly as one of the causes of failure.

5. One of the most significant points which the student points out himself is this one: Ability to plan wisely the use of time for study and other out-of-class activities. Probably some of you can profit by that.

6. Ability to analyze—organize—to put first things first.

7. Another one which the students point out is sound study technique.

8. Well adjusted socially.

9. Sustained application.

10. Freedom from worry over work, money, grades, home, parents.

This is probably the most important one from our viewpoint. If you think they do not worry, you have another thought coming.

11. Interest in and attitude toward college.

12. Happily motivated toward some definite interest or goal.

13. Freedom from emotional conflicts.

Those are the findings to date, and we hope that at some future date we shall have something more definite and a little more extensive in nature to give you.

If you have any questions at all, we should be glad to answer them

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in the five, or six, or seven minutes left, and I would be glad to have you direct the questions to the individuals who have led the aspects of the discussion.

**A Study of the Prerequisites for Scholastic Success
Based on an Investigation of the Characteristics and
Problems of College Students**

1. Data already available

Scope of Investigation	Procedures and Instruments
A. Measures of ability to do college work	A. a. Psychological tests
	b. Tests of specific study skills, reading ability, etc.
	c. Tests of knowledge and understandings
B. Achievement in various college courses	B. a. Accumulated grade record
	b. Summary of grades by courses and fields
C. Information regarding health status	C. a. Analysis by college physician of factors in physical examinations and health service records
a. Illness which might cause absences	b. Information on sensory defects as measured by telebinocular and audiometer
b. Illness and defects which would cause reduced effectiveness in work. (Acute and chronic diseases, sensory defects, glandular disturbances, etc.)	c. Special examinations such as tuberculin tests, metabolism tests, etc.
c. Physical factors which might cause undesirable mental attitudes	
d. Extended illness during pre-college years which might account for poor preparation for college work	
D. High school preparation	D. a. Kind of high school. (Size, rating, etc.)
	b. High school grades
	c. Remarks by principal or others, on admission blank
E. Attendance	E. a. Attendance records
a. Frequency of absences	b. Health service reports
b. Reasons for absences	

2. Supplementary Data Needed for Diagnosis

A. Study habits and related factors	A. a. Analysis by the students of the points of greatest diffi-
a. General practices in study	

- b. Specific skills
 - (1) Library skills
 - (2) Reading rate and comprehension
 - (3) Ability to attack problems, ability to organize a written or oral report, and other generalized skills of thinking and working
 - c. Environmental factors that may hinder effective study.
- B. Use of time**
- a. Amount and distribution of time for study, work, extra-curricular activities, fraternity responsibilities, sleep, etc.
 - b. Extent to which there has been effective planning.
 - c. Unusual motives in distributing of time (Development of conflicting interests as an escape from academic pursuits, etc.)
- C. Inventory of ability to do college work on the basis of supplementary testing, as needed to explain individual pattern of failures**
- D. Financial and work factors**
- a. Amount of work outside of school (on job or at home)
 - b. Time of day they work
 - c. Amount of pay
 - d. Need for work (Extent of responsibility for self and others, extent of resources, ability to borrow)
 - e. Type of work
 - f. Is the work environment sympathetic to academic interests
 - g. Specific privations (Limited
- culty in study
- b. Check list to determine routine study habits and environmental factors
- c. Tests
 - (1) "Information Concerning Library Processes"
 - (2) "Minnesota Reading Examination"
 - (3) "Booker Test of Achievement in Silent Reading"
 - (4) "Steps in Problem Solving"
- B. a. Activity analysis for at least two weeks to discover how time is budgeted.**
- b. Supplementary reports on such factors as:
 - (1) use of week-ends
 - (2) adequateness of sleep
 - (3) recreational interests
 - c. Interest inventory
- C. a. Tests covering specific background for courses in which student is failing**
- b. Tests covering general academic background
 - c. Informal reports from students regarding irregularities in preparation for present academic work during high school and earlier college years
- D. a. Activity analysis**
- b. Survey by informal questionnaire
 - c. Family's actual financial status determined through questionnaire on family relationships

money for food, or improper food, which may hinder student)

- h. Feelings of inferiority due to work
- i. Worry about financial affairs
- E. Relationships between parents and student
 - a. Attitude of parents toward college (Friendly and unfriendly attitudes, intelligent plans for student and his success, extent to which they set goals not appreciated or attainable by student, etc.)
 - b. Contributions of parents to success of student (Ability to assist him to achieve effective self-direction, contributions to the enrichment of student's background of experience and knowledge, etc.)
 - c. Specific handicaps to student due to cultural background, personal relationships in the family, and inadequateness of family life
- F. Other personal and social factors
 - a. Relationships with students and campus groups, and other individuals and groups
 - b. Boy-girl relationships (time requirements, need for a friend, "the one I left behind," etc.)
 - c. Emotional conflicts due to immaturity, early experiences, personal deficiencies which cause feelings of insecurity or inferiority, crisis, sex, etc.
- G. Vocational motivation
 - a. Strength of vocational interests

- E. a. "Scale of Parents' Attitude" sent to parents to determine detailed attitudes between college education
- b. Questionnaire to secure information regarding parents' own educational background (formal and informal)
- c. Rating by students of their own parents on the "Scale of Parents' Attitudes"
- d. Use personal history to secure information regarding conflicts in the home, unhappiness over the absence of student from the home, and other such factors which might make it difficult for the student
- F. a. After a series of conferences on the significance of emotional factors and the origins of such maladjustments, allow students to develop their own analysis of influences and experiences in their own history which may be significant in the interpretation of present problems
- b. Information as to the social adjustments of members of the group as observed by fellow students
- c. "A-S Reaction Scale" to measure aggressiveness
- d. Other instruments
- G. a. Rating by student of the strength of vocational interests, and of the degree to which motivation is intrinsic

- b. Intentions as to staying in school
 - c. Limited opportunities for employment which may cause student to go to college who has no other alternative
 - d. Attitude toward required sequence of courses, toward particular elements in these courses as related to vocational objectives
- H. Factors in the college environment which may be related to the adjustment of the student
- a. Problems of adjustment to the new requirements of living away from home and in the college environment
 - b. Methods employed by faculty in helping students see objectives in work, in selecting of learning activities and giving assignments, in assisting in problems of learning, in appraising of progress
 - c. Pressures that are too heavy to allow time for thinking.
 - d. Program of guidance
 - e. Personal conflicts between students and faculty members.
- rather than stimulated by parents and others
- b. Summary of future educational plans
 - c. Rating of courses and details of course contents.
- H. a. Rating scale for all courses and instructors
- b. Informal reports (anecdotal records, as far as possible, guided by an outline of significant aspects to be evaluated) covering the opinions of the student regarding pertinent aspects of instruction and administration of the college.

Mr. J. C. Seegers (Temple University): I would like to have Dean Schultz tell us, if he will, two things about the speech recording: first, the type of recording—do they read something or is it normal conversation; second, the type of corrective work if any which is done for those who simply deviate from good usage.

Dean Schultz: There are two recordings made. One is made of all of them, and the other is individual. There is a consideration of each individual's records throughout the year in a required speech course; and then as a final examination, another record is made at the end and the speech cases are taken up in successive years.

Dean Beaty: I would like to ask about the student counselors. Are they voluntary or compensated by the school?

Dean Lanfear: They are not compensated by the school. They are primarily from the senior class and the position is one that we think is an honor. It counts in as one of their points toward an honor society

in the end. That is the way they look at it and we drop them if they do not come through the responsibility.

Mr. Harvey W. Stenson (University of Minnesota): Do you make it compulsory for all your freshmen to come in and see you at the beginning of the year?

Dean Lanfear: No, we have not done it because we have too many freshmen. It would be impossible. We have about 1000 freshmen.

Mr. Stenson: Do you not feel that you miss a lot of men that should see you?

Dean Lanfear: That is undoubtedly true. As soon as these people are broken up in sections, these upper classmen counselors begin bringing in the men pretty quick so that in a very short while, those who are having any difficulties or whom you suspect of having difficulties begin to be sent in or their names are given to us so we can call them. It is much better if they are brought in, because when a Dean of Men calls a student in at our institution, he feels that he has done something wrong as to discipline and he will not open up. But, when they come in with an upper classman counselor, it is just for a visit.

Chairman Mitchell: How do you choose these upper classmen?

Dean Lanfear: We choose them on the basis of having known them in three years of college, and we know them pretty well before we choose them. I would not choose anybody that I did not know was a good fellow, and one upon whom we could depend upon to manage an emotional job of this kind. We could see that by his other activities and the work which he did on the campus.

Mr. M. E. Graber (Morningside College): In our system we ask the professor to specify what he thinks are the specific reasons for the failures of the student. Do you ask the professor to make a diagnosis in the student's case and to help you in the case of the student failure?

Dean Lanfear: Yes. But our personal experience has been that we do not always get the best results. The professor who teaches chemistry, or history or something else, does not very often have the time, the interest, or the background that go into these other things.

Now, Dean Mitchell was talking about students not knowing how to study. It is really encouraging to notice in these class discussions which we keep informal, how you hit on something which you can tell in a minute interests him a great deal. Here you can tell whether he is having trouble. Maybe you are discussing manners or social conditions. That may be a real problem in that boy's mind and is the cause of his being in difficulty scholastically rather than being any trouble with the brain power. But these faculty men who are chosen to head the sections are chosen because they have a real interest in the first place. They know how to work with students, they love it, and they can pass those questions on to us. We get hold of many problems that we know we are not prepared to handle. They have to go to the psychiatrist with many of these emotional problems.

Mr. J. Jorgen Thompson (St. Olaf College): We employ a counseling system by the students that is a little different from what has been mentioned. The Dean of Men's office appoints a senior brother to every incoming freshman and the senior brother contacts these freshmen by letter before he appears on the campus. Of course, we have not enough senior men to go around for the freshmen, so I select a few from the junior class. In this way we have an upper class representative for each freshman and we have found that helpful.

Dean Heckel: I would like to ask Dean Lanfear what sort of training he gives to counselors. How is that approached?

Dean Lanfear: We of course have to give them written instructions as well as meeting them several times and working with them in groups and individually. We go over carefully with them what an instructor in the first place ought to do and has to do. If that counselor is a fraternity man, he cannot go in and present the fraternity situation. He is an instructor in every sense of the word. He must not try to sell his own activity. He must not advise that student what courses he is to take. He is not qualified for that. We give him a great deal of what he should not do.

But, he can answer a question of how to find such and such a room. If he says, "I am registered for English 1, and History 1, and both are at the same hour, what should I do?" the upper classman counselor can help him.

He can take him around and introduce him. For example, when that boy registers and pays his fee, an upper classman counselor meets him and says, "Now you are going to be with me at the banquet." He sits with a group of six or eight of those boys, visits with them, answers any questions they have on their minds right after the registration. This banquet is the one we give to all the freshmen. We pin a little badge on them that gives the year of graduation. It is a little green button. This is followed by a ceremony given by the Student Faculty Association, explaining to them that their registration here is the same as a pledge pin to a fraternity; and they carry with it the same responsibility and privilege when they are admitted to the university.

They are asked to wear that button in order that every upper classman counselor can go out of his way to shake hands with them and get acquainted with them during the next few weeks.

Dean Heckel: The assignment is just a routine matter?

Dean Lanfear: Yes.

Dean Stanley Coulter (Purdue): You find that these student advisers give us information that afford more valuable contacts than you get through any other line.

I was interested in that because some twenty years ago, I organized this same group system and assigned a group of ten or twelve students to a member of the faculty. Those faculty members neglected their duties and did nothing about it, so it failed. I am glad to hear that you are successful.

Dean Lanfear: We find, Dean Coulter, that these boys really do take that pretty carefully. They feel that it is important and that is when you put them on the level with the faculty. They feel that they just must not fall down; your faculty man does not have that feeling.

Mr. Shelton L. Beatty: (Grinnell College): I want to ask if you also take into confidence the group leaders, and give them the academic reports of the scholastic standing of the men who are the advisees, so they can figure out a number of approaches to the men?

Dean Lanfear: Yes, we tie this whole thing up pretty much with the activity program.

Our feeling is that if an activity is not educational in its nature, it has no right to be there and that we use our activities in all this to train the emotional, spiritual, and character interests. You do not get those things in the classrooms.

Now then, at the end of six weeks, I believe it is, we get a report on every freshman, and we have another little ceremony at which all the freshmen are required to be present. We make it quite a serious affair. We give those who are the upper 6 per cent or something like that, a little plaque for scholarship, personality, and cooperativeness. These upper classmen counselors make reports on the cooperativeness of these boys and what their experience has been with them. The faculty man turns in his grades on all the student's work. We get all these reports together, and on the basis of that, we award these plaques.

So you see, the senior counselor has followed the student all along and frequently he will come in and say, "Now this boy's mother died just before school started," or "Here is a boy who got started drinking. He lives over in such-and-such a boarding house. He is getting off on the wrong foot. You better call him in." We get that kind of thing all the time as we go along from the senior counselor.

President Gardner: I think the next panel will be of unusual interest to you. The title sounds fascinating—"Ethical Practices in Student Promotion." Dean Smith of DePauw is the Chairman, and he will be assisted by Mr. Towner of Lawrence College.

....Dean Smith assumed the chair....

Dean G. H. Smith (DePauw University): When Dean Gardner asked me to suggest a panel discussion for your consideration, I first of all thought of student promotion work, but it seemed a little out of place at the Deans' meeting. But in line with the growing conception of the work of the Dean of Men I am sure that as a phase of guidance it will eventually come under the sphere of the Dean of Men. I am also sure that a number of the men who participate in the Dean of Men work are concerned with the enlistment program. So, my concern will be primarily with the future of the enlistment program and we will then try to consider some of its practices.

Much has been written and said on the subject of the competition engaged in by American colleges and universities in enrolling the students who annually enter their portals. These articles have made at-

tractive reading and have undoubtedly brought their authors substantial financial returns. The reading public likes to be shocked; and, therefore, the articles describing the devices and practices used to attract the poor unsuspecting prospective student have had wide circulation.

Undoubtedly there have been some colleges and some college representatives whose enlistment ethics have not been on the highest level, but I can say that these instances constitute the minority, and it is unfortunate that the articles which have been written have centered almost entirely on the sensational features in student enlistment, while no attention has been given to the constructive work which has been done as a result of the program.

Let me say at the outset that all student enlistment programs are not deep laid plots based upon chicanery or high pressured salesmanship, and neither are all college officials, who are charged with the responsibility of the enlistment program, pettifoggers, charlatans and shysters. Much of the work now being done under the name of enlistment—or more crudely stated, recruiting—has its basis in sound educational practice and is of real value to the successive generations of high school seniors looking forward to college.

Prospective student promotion work, contrary to popular opinion, is not the product of the depression period. Decreased income from endowment and fewer applications for admission during the years 1930-1935 certainly stimulated the activities of the college, but student enlistment work of some description has been going on almost from the time the American college opened its doors.

In the early days contacts with prospective students were handled largely by the president, and in a few instances this is still the case. The growing competition for students in recent years has led to the appearance of special field workers or admissions officers, whose sole responsibility and function is the enrollment of next year's class. The program has developed in connection with almost every conceivable department of the college: Under the direct supervision of the faculty, with regular faculty members taken out of the class room to make periodic excursions into the high schools; in connection with the alumni office and under the direction of the alumni secretary; under the direct supervision of one of the administrative officers, be it president, registrar, dean, or personnel director. Almost every college and university in the country is now doing some contact work which might be termed recruiting or enlistment. Those which are not anxious for quantity are concerned over quality and base their program on that approach.

But our question for consideration is not what is going on, but rather, what is the future of student enlistment. Does the growing interest of accrediting agencies in the practices of student promotion mean that those officers now engaged in college contact work are destined to become the disappearing race?

I would hazard a guess that student enlistment in some form is here to stay. Just as the colleges have tried to contact their prospective

students in the past, they will do so in the future, and the only real change to be anticipated is the method and procedure in making the contact. As accrediting agencies examine the conditions surrounding student promotion, they are sure to find that the undesirable practices can be eliminated without attempting to legislate against the entire program, and that even if they desired to stop all student recruiting, the practice is so entrenched as a part of the American college that legislation would be futile.

Student enlistment work is here to stay, because the conditions which have stimulated the development of the work will be more in evidence in the future than they have been in the past. During the next generation we may expect more competition for students, rather than less. In the face of a declining birthrate there will be fewer prospects deciding the question of "which college." Then too, the development of non-academic trade schools will continue to draw young men and women out of the college market.

As colleges and universities have grown during the past twenty-five years, the physical equipment has had to keep pace. Now the institutions have plants designed to accommodate a minimum number of students, and the college is committed to that size student body. State supported institutions which depend upon public taxes must maintain their enrollment level. The private institution also has staff and equipment committing it to a certain enrollment, and the operating budget includes an amount which must be supplied by tuitions paid by the students.

In my mind there is no doubt that some institutions are too large, and the best thing that could happen to them would be a reduction in their enrollment. Perhaps we will all face such a reduction by necessity, but the institutions will face it only after a struggle. Yes, future prospects of maintaining our institutions at peak enrollment indicate that enlistment programs are here to stay.

Another factor which assures a future for student promotion programs is that of the desirability of selecting those students best qualified to profit by the offerings of a particular college. If an institution has all the students who can possibly be taken care of, and a waiting list for admission, then the college is all the more concerned over the selection of the students who are best qualified to take their place on that campus. The aim of the enlistment program then becomes entirely selection on the basis of the purpose, ideals, and standards of the college in question. What accrediting agency could criticize an enlistment program developed upon such a basis? In commenting on this subject, the action of the recent Carnegie report entitled "College Competition and the Student," placed its stamp of approval on enlistment programs based upon selection:

"May institutions today are giving renewed serious consideration to the selection of students adapted to their particular program....The right selection of students, in accordance with a clear and understood

institutional purpose, benefits not only the university or college that employs it, but every undergraduate fortunate enough to enjoy its privileges."

Most colleges would like to have the public think that their enlistment program is projected entirely on a basis of selection. Such is obviously not the case, but it is true that the idea of selection on the basis of the aims, ideals and standards of the institution is increasingly emphasized as sound programs of enlistment develop. At times even the most casual observer can see this principle in operation; on college days in the high school, representatives of certain athletically minded institutions never miss a two hundred pounder, while on the basis of the aims of some other colleges, it is incumbent upon their representative to interview every young woman who enters the conference room wearing a fur coat!

College enlistment programs will be continued because out of them has come educational advisory service which is recognized to be of value. High school principals and parents of high school seniors have come to depend upon college representatives to advise them and help solve their educational problems as their students complete their secondary education. True, some principals permit college representatives to become a major menace, and when they can no longer control the problem, the solution comes through closing the door in the face of all college admissions officers. The wise principal, who is on to his job and is able to organize, welcomes the college officer who comes to him, and adds him to the educational advising staff at no cost to the community. It is logical that colleges should furnish the counseling program for those interested in formal education beyond the high school. The college is better prepared than any other agency to give such help, and the public has learned to expect this service.

While I would prophesy that college enlistment programs will continue, I also expect to see considerable improvement in the practices of some institutions. Student promotion in the future must be engaged in on a respectable basis, which will necessitate the elimination of bargaining, and rate cutting, under the guise of scholarship grants. The institution which engages in this practice will eventually sign its own death warrant, but since the process may be rather long, painful, and embarrassing to other colleges, this is one place such agencies as the North Central Association could be of real service by taking some regulative action. If members of the North Central Association were required to make definite statements on what scholarships were available, how much each was worth, and on what basis the scholarships were awarded, this would go far toward improving the situation which now exists.

Enlistment programs of the future will stress selection more and more, because a program with any other basis is bound to defeat its own end. If a student is not well adapted to the life of a particular campus—scholastically and temperamentally—he is not likely to stay

there any great length of time. While he is on the campus, he never ceases to be a problem, and after he leaves he has only uncomplimentary statements to make regarding his unhappy experience.

The future of the college officer charged with the responsibility for the program of student promotion will depend upon the aims and practices of the college in their student enlistment work. As we may expect some changes in student recruiting, so the type of individual now employed may be expected to change. In certain instances the student recruiting officer may be expected to go back to selling stocks and bonds just as soon as the market makes a favorable turn. Too, some professors who have been makeshift contact officers will return to the class room where they belong. The wise college president will be quick to see that his enlistment program is an important feature in guidance, and as such, it should head up under the Dean of Student Affairs, and in connection with the admissions work. Just as comparatively few faculty men have the interests, personality and training to make efficient counselors for college students, it is even more unusual that the faculty member picked at random for temporary service as an admissions officer is found to be satisfactory. If he is the type of teacher who should be on the college campus, his first interest should be in the class room, and he could not be expected to do a first class job of the admissions work unless he were relieved of his teaching load and permitted to give the contact work his undivided attention.

Too, the college which in the past has depended entirely upon alumni for their promotion program will discover that the average alumnus knows little about guidance and less about admissions. Enthusiastic and well meaning alumni need the assistance of the well trained guidance enlistment officer.

A few colleges still employ undergraduates to represent them in the field. At least one institution to my knowledge pays a percentage in the form of grants of tuition, board and room, for securing so many paying students. Here again the college program falls down, as the undergraduates are interested in numbers alone with no thought of selection or guidance.

In his article entitled "Professionalizing the Task of the Representative," Mr. Towner has given us the picture of the new college representative:

"The representative has become more than a harvester of high school graduates. He is a personnel officer, an adviser on post-high school education, an interpreter of the curriculum, costs, student activities, and life in the residence halls. He is often the student's advocate or interpreter when his intimate knowledge of the student proves valuable to administrative officers or committees. His relation to the faculty is most important, since he must interpret instruction to the public, must have first hand knowledge of faculty legislation, and should, therefore, share in its preparation when it concerns student selection or admission. This implies that his training gives

him professional standing in the faculty. In many cases he must be the counseling officer in matters of registration. In his hands, to a large degree, rests the reputation of the college, since an institution is characterized by the persons who become its leaders or its advocates."

If colleges will employ men who meet this description to represent them in the field, the bugaboo of competition for students will no longer concern the public, and sound programs of student enlistment will be assured. (Applause).

Now I am happy to have this discussion continued by Mr. Towner, who has given much attention to the whole problem of student enlistment programs and the admissions program in college. Mr. Towner. (Applause).

Milton C. Towner (Assistant to the President, Lawrence College): Mr. Chairman, Mr. Smith, and Members: Dr. Aitkin, of the Progressive Education Association, stated recently in a conference in Chicago, that whereas philologists have been wont to tell us that the word "education" was derived from the Greek, we have come recently to discover that instead it is taken from "duco." It has a capacity of being spread on in thin coats of many colors, and it quickly takes a very high polish; but, unfortunately, it wears thin when subjected to the elements.

If it is true that this has been our tendency in American education in recent years, part of the blame must be laid at the door of the admissions office which has brought in students who could not absorb what we had hoped was in the educative process.

The activities of many admission officers lead one to feel that the real purpose of the college has been social rather than academic. If it is true, that social grace is the infinite capacity for being bored, then it follows that admission officers have succeeded in bringing some of the right people together—students who needed social grace, and professors who had in infinite degree, the rights to boredom.

Colleges that have been studying the problem of admissions recently realize that we are faced with a few practical problems which must be ironed out in a cooperative manner if we are to go on working and living together as educated citizens. We shall have to content ourselves, probably, with a relatively small membership among colleges and universities that are willing to agree to certain basic practices.

There will always be a number of institutions sending out people whose only qualifications for finding students are breath-taking good looks or past achievements of an athletic nature. However, we feel that professionally minded college administrators will be eager to place on the staff, individuals who can be of real assistance, as Mr. Smith has pointed out, to high school advisers and principals who seek to help young people discover their potentialities for post-high-school training.

Mr. Smith wished me to discuss some of the agreements entered into by 35 colleges and universities now members of the Association of College Representatives. (1)

(1 See *School and Society*, Feb. 5, 1938. Vol. 47, 1206, pp. 188-191 for complete report of these agreements.)

First let me go back to give you some statement of the reason for having admissions officers organize. The articles in popular magazines to which Mr. Smith has referred and which point to the malpractice of certain college admissions officers, refer to practices of admissions officers, who were not aware, in most cases, that they were blundering. They had no knowledge of professional standards. Few such standards had been proposed. Therefore, it seemed wise to bring together into a common fellowship, the people who were most to blame. After all, the president of a college or university is at least once removed from the immediate problem of talking with the prospective student, and sometimes two or three times removed.

Deans and other officers whose regular activities are confined to the work of the campus, are also at least once removed; whereas the culprits who go up and down the highways of the state committing these blunders, have had no opportunity for fellowship and discussion of their practices, good or bad.

Early in the discussion of this Association, it was discovered that many of the difficulties with which we were faced, gathered about the practices of various colleges in the granting of scholarships and various forms of financial aid. That seemed to be a sore spot in the minds of presidents, Deans and alumni—that a student already signed up at his institution could be bought away, at so much per pound, by another college.

Various ways and means of bringing some order out of that chaotic condition were discussed at length: First of all it was decided that we ought to make the word "scholarship" mean what its derivation implies—that an individual who is to receive aid from a college because of his academic standing, should rank in a group in the high school graduating class that really deserves scholarship recognition. It was agreed that no scholarship would be granted to an individual student who did not occupy a place in the upper tenth of his high school graduating class. It was recognized that the upper tenth in a class of seven, is a different problem from the upper tenth in the class of 1100; and yet, the group felt that for practical purposes the upper tenth was the most satisfactory level.

A few of the representatives wished that there might be no other forms of financial aid made available to students except in the form of work and loans, but other representatives felt that there were worthy students who did not fall within the upper tenth, and who did need help but who, because they did not fall in the upper tenth, would be faced with unjust discrimination. Therefore, it was agreed to include a classification called "grants in aid." That is the way it is now.

One of the first items for discussion in the next meeting of this Association, is to determine how far down in the ranks of the graduating class one is going to go before he stops making grants in aid. Should he go to the bottom of the high school class, or is there some

point below which a student ought not to receive financial aid for college work?

Some colleges have decided that no grants in aid will be made to students not in the upper quarter of the graduating classes, thus confining scholarships and grants in aid, you see, to the upper fourth. Loans and various forms of work are being made available to students of all ranks depending on the eagerness of the college to secure patronage.

The Association has attempted to define a scholarship. I do not know how many of you have attempted such definition at your own institution, but when one settles down to it, he finds he has difficulty in arriving at language that is accurate and understood by all. We have believed that the language of our definition is clear and accurate, but the committee of the North Central Association assigned to study these problems, evidently feels that it is wide open to misinterpretation. Here it is:

A scholarship is a financial award made in recognition of superior scholastic ability and scholastic achievement. Both ability and achievement, but both of them being superior in scholarship. We were told by some coaches that since we have interscholastic track meets, that a student who has outstanding ability on the track squad comes under this definition. We cannot understand how educated persons can be so naive.

It was agreed further we would not make any grants until the student had actually made application for financial aid upon blanks provided by the college. That seems a simple procedure, and yet just yesterday I was made aware of the fact that a student in Green Bay had been granted a scholarship of \$200.00 in a certain college whose name shall be anathema, without having made any application. In fact, the student was not aware that the college in question existed--had never heard of it; but since this fine scholarship had come unsolicited, and since the college turned out to have a beautiful campus and a charming representative, it seemed foolish not to go to that college. This, in spite of the fact that her room was reserved at another college. Her room mate had been selected and they had been corresponding. She needed no financial help.

Our Association is attempting to prevent such buying on the open market, by urging the student, his parents, principal and adviser to make selection of the college of the students interest, and then make application for aid just as he applies for admission. Of course even admission to many colleges is still a matter of appearing at registration time. There are colleges in the middle west that have no application for admission whatsoever, beyond a single sheet of paper which is filled out by the student upon coming to the campus, on which he gives his name, address, age, his father's name and address, and his father's occupation. It also tells whether he plans to live in the dormitory

or out in town.

There are colleges and one large private university in the middle west that admit high school juniors, upon a simple psychological test with no papers from the high school at all, and without the recommendation of the high school adviser or principal.

We have agreed to notify all students about their grants in writing following the action of a college committee responsible for grants. Such action takes from the portfolio of the admissions officer all authority to scatter scholarships, work, and loans along the highways, and makes all applications for aid, subject to the action of a committee at the college. Notification of the grant is sent also to his high school principal. An illustration will give point to this practice.

Last spring I received a pamphlet of ten pages filled with names of seniors in a certain high school. According to the announcement these students had been granted scholarships by various colleges. This decorative publication, given to all parents and friends who gathered at the commencement exercises formed a sort of justification for the work of the principal during the past year. He had secured \$62,500 in scholarships for this group of young hopefuls. Not bad money raising ability! I examined the list to see what had been announced regarding students coming to us from that high school. I found four students listed as receiving a \$200.00 scholarship for each of four years in college. (We make no commitments beyond one year at a time.) It turned out that one of those students had no scholarship at all. We had promised him \$100.00 of help from N. Y. A. funds and set aside \$100.00 from the Methodist Student Loan Fund. He was listed in this booklet as having received a \$200.00 scholarship.

One girl was listed as having received a full tuition scholarship at our institution, one at Rockford, one at Northwestern, and one at the University of Chicago. At \$300.00 per shot, it made an impressive total! At the University of Chicago, this girl had been granted a half tuition scholarship. With us she had applied for aid, but no scholarship grant had been made. We had given her some help in the form of work and loan. All four cases had been reported falsely! This form of public deceit must be curbed.

Of course, we have brought it on ourselves. We have planted four-leafed clovers and these people love to pick them. But we have tried, you see, to overcome past sins by saying that every grant will be made in writing to the student and a copy will go to the high school principal so that he may know the exact nature of the grant.

Another agreement is that we shall always ask the high schools, if they must make public announcements concerning help to students, to announce scholarships only. We see no particular honor involved in a grant in aid. It is obviously a badge of poverty—a matter of charity. Nor is it an honor to announce to the community that the student has been allowed to borrow \$100.00 in order to go to college.

High school officials have properly denounced many college ad-

missions officers because of their unreasonable requests. Fifty, sixty, or seventy such persons knocking on the principal's door in the course of the academic year places a heavy strain upon hospitality. Each representative wishes to see the best students in the senior class, many insisting that they must speak to the entire class. Our Association recognizes that nine-tenths of such speaking is not worth the hearing even though the audience be granted.

We have agreed that when admissions officers go to high schools, they will not request an opportunity to speak to groups of students, and they will speak only upon invitation.

We have agreed that when an admissions officer goes to a high school, he will first go to the office and make his peace with the administrator before he seeks to call on the students. This seems a simple and obvious courtesy, and yet many principals have been irked to find their football teams in a huddle—not for signals, but around a college admissions officer who is telling them about it!

Occasionally admissions officers have been discovered in hallways looking over prospects and distributing attractive literature. They have been found in class rooms upon invitation of an over-zealous teacher alumnus but without the knowledge or permission of the principal. Such practice our Association has tabooed.

Furthermore in dealing with transfer students, before giving any indication of what the student may expect in the way of credit or financial aid, it has been agreed that we will first communicate with administrative officers in the institution where the student is at present enrolled, to discover, if may be, why he desires to transfer. We do not look upon transfer as a desirable practice and we think it is wise that the administrative officer of an institution in which a student is enrolled should be aware of the proposed transfer. Often there are difficulties, either real or fancied, that can be overcome if college officers are aware that difficulty exists.

We are striving to build an awareness of professional conduct on the part of admission officers. They occupy an important place in the life of the college. They are responsible for bringing in young people who are to become alumni, not just freshmen. They are responsible for bringing in people who will bear their share of the cost and who can take what the faculty has to give.

Chairman Smith: If you have any questions that you care to direct to Mr. Towner for general discussion, you may do so now.

Dean Fred H. Turner (University of Illinois): Are you familiar with the type of vocational conference that is being conducted over in the State of Illinois, with not only the institutions inside of Illinois, but getting into the surrounding states too?

Mr. Towner: I am. Won't you tell us more about it?

Dean Turner: It is the same type of thing and yet it is entirely different in one respect. It is done on the basis of geographic distribution, around the state. There will be one or two in the northern part,

and two or three in the central and southern part. It is not a matter of recruiting students.

A faculty is set up with representatives from a number of different vocational fields and the faculty will include people from the state universities, people from normal schools nearby, and so on. The last one I attended was at DeKalb; and, coming up into Wisconsin, there were representatives from Beloit College and two or three other institutions. The faculty is drawn from all around and we do not go as representatives of institutions at all, but we go as representatives of a particular vocation or to discuss the general problem of going to college or university. You are not permitted to mention your institution at all. The mere fact that you are there as a representative of the institution you come from, is the only advertising your institution gets.

The whole thing is set up in this way: In the morning there is a convocation of the entire group and the speaker explains the purpose of the conference. During the rest of the day there are usually four conferences of an hour apiece. The high school students may sign up for as many as four of these. He can go to the man, for example, to discuss the law profession, or medicine. If it is a girl, she can usually get a session on beauty culture if she wants it.

They are not all college representatives. It is recognized that not all these students can go to college or university and provision is made for them. Representatives from trade schools are included. As high as 1500 high school seniors come to these conferences. It seems to be a good thing and there is a growing demand for it.

Mr. C. E. Ficken (Macalester College): I would like to ask Mr. Towner what progress is being made in getting high school principals to cooperate for making available personnel information on the students who are to be interviewed for personnel guidance?

Mr. Towner: An increasing number of them are making the complete records available. Most of us find that when we go to the high school to inquire about specific students, the principal and adviser are eager to cooperate. The complete record together with behavior charts and scores on tests given throughout the student's career are presented for our examination. We have found most high school principals very cooperative. They hesitate, and I think rightly so, to make available in any publication—mimeographed or typed—any classification of their young people into achievement groups. Such a classification might fall into the hands of a citizen who did not understand the purpose for which it was prepared.

Mr. Ficken: Do you check on the records which are given to you?

Mr. Towner: Ordinarily we do. I am thinking for instance of a high school in the neighborhood of Chicago which I visited a few weeks ago. It happened that we have an alumnus teaching on that staff and he had recommended three persons in the high school, had given us all the information that we needed, practically a whole record, but con-

cerning one of them, he had made a statement that I wanted to check upon. I went to the principal asking about the qualifications of this lad with reference to his ability to cooperate with other people. This alumnus had been a bit skeptical from that standpoint. In the course of our conversation, the principal pulled from the desk his complete list of the senior group and he marked that list, checking off the names of about 15 persons that he felt might be qualified, might possibly be interested in the type of educational program in which we were engaged. He was glad to arrange for conferences with any who might be interested. I made it clear that in calling these young people in to see me during one of the free periods, they must not feel that they were coming at the request of the principal, but instead, because of their own professional interest. Of the 15 he named, I talked with 10 who had indicated an interest.

Mr. MacFall: I would like to offer that the Interfraternity Conference has a wealth of recorded experience on this subject, some of which was made available with the help of the Deans, and we would be very glad to make it available to the institutions.

Chairman Smith: There are people over the country who are willing to furnish you for a certain consideration, lists of high school graduates. I think it is perfectly obvious to the colleges that such lists are of little value. But there seems to be some demand for such lists or else they would not continue to send notices of available lists around to the various colleges for their use.

Mr. Towner: I was going to suggest that if any of you belong to institutions that are under contract with a commercial agency for the purpose of finding students, that you examine very closely the practices of those agencies. There is one in Chicago, for instance, which for \$300.00 a year is ready to send you a large group of students. Although we have never purchased such services, persons recommended to us have been students belonging to two categories: First, those whose applications were already in, who had been admitted and whose rooms were reserved; and second, those who could not be admitted under any circumstances. But in every case the agency has told us of the difficult financial circumstances of the family, of the outstanding worthiness of the student, and of the desirability of a scholarship grant! Our Association has agreed that under no circumstances will we employ any such agency.

President Gardner: Thank you, gentlemen. (Applause). We stand recessed until two o'clock promptly.

....The meeting adjourned at twelve-twenty o'clock....

THURSDAY AFTERNOON SESSION

April 28, 1938

The meeting convened at two o'clock, President Gardner presiding.

President Gardner: This afternoon we are going to start with the panel on "Cooperative Buying by Fraternities." Mr. C. S. Geddes, from the University of Minnesota, is the Chairman. Will you come forward with your troop—Dean Moore, Dean Somerville, Mr. Beam, Mr. Rollins, Mrs. Jackson, and Mr. Thorkelson.

....Mr. Geddes assumed the chair....

Chairman Geddes: This panel, "Cooperative Buying by Fraternities," offers you very many interesting opportunities for study. However, this panel is going to take one liberty. In the discussion of this subject, we are going to become a little more general and say, "Buying by Fraternities." We will now take up the problem from the standpoint of the cooperative centralized bureau on individual purchasing.

Mrs. Jackson, who is the Secretary-Treasurer of the Wisconsin Fraternity Buyers' Association, is going to present first, her experiences in the fraternity cooperative movement here at Wisconsin. I am sure that she will be able to give us a clearer picture of the problem from that standpoint. Mrs. Jackson.

Mrs. Virginia B. Jackson, (Secretary-Treasurer, Fraternity Buyers' Cooperative, University of Wisconsin): Our fraternity buying group started in 1932, and there is no point in going over the reasons why that group of this sort started.

You are all acquainted with economic conditions at that time. Suffice to say that today, after five years of operation, we have 26 of the 36 fraternities on the campus in the group. We are buying for the fraternities together, every commodity that they are able to use and do use in the fraternity houses. We are organized and incorporated under the cooperative statutes of the state. The forming of a cooperative was a very happy solution. It had everything to gain in the way of background in legislature.

How do we operate? The organization maintains a small office in this building. We pay rent for the privilege of having an office in this building—a very nominal sum of course. We have one paid employee who happens to be myself, with the title of Office Manager. It is my duty to know the local market situations, to know all the local sources for commodities that are used within the fraternities, to know what we can pay in town and what we have to order.

Gradually I have come to know the volume—how many tons of coal each house burns every winter and how much the combined volume is, so we can much more easily estimate our needs. It makes it that much easier. My job then, is to make contracts or agreements with

the local merchants in the fall. As early as August, for that matter, the local merchants are at our door with their prices. Competition is high.

Twenty-two coal merchants operate in Madison, for instance. All 22 of them are anxious to serve the fraternity buyers cooperative coal contract. We listen to all the stories and finally one is selected for obvious reasons to serve the group of houses. That is the way it is with all the other commodities we are using.

As soon as those contracts are let, or agreements entered into, each of the merchants receives a list of houses in our group—In every case we do not enter into a written contract that we will buy at such-and-such a place for a certain discount. These houses who have bills with that merchant are guaranteed. In turn each fraternity house receives a list of merchants with whom we have entered into an agreement, the telephone number, and what he sells. He has the order sheet already set up. Most of the ordering is done directly from the fraternity house, by either the steward, or the cook, whoever is in charge of the ordering.

He can buy three carloads of coal and fill up the basement at once if he wants to, or he can get a ton of coal a week if he wants it that way.

The first of the month, all the statements come in to my office, where they are checked, discounted, and notations made on how the buying is going. For instance, somebody is using paper table cloths, and spending a lot of money for that. I can see immediately that the house could fit themselves out with cloths and keep them laundered at half the price. Those are the things that I make note of.

One complete statement under our heading "Fraternity Buyers' Cooperative" is made over again and sent to each fraternity. There on the list are all the items that every house has purchased in one figure. The fraternities have a check on me and with the merchants again by having saved all the invoices and all the daily delivery slips. In this way we have a three way check. On our statement appears first the retail price, then the discount, and then the net. We felt it was worth while to keep the figures before us all the time so we would know where our savings were the greatest.

The discount figure is totaled and each house pays one-half of the savings of the total discount figure into our office. That one-half of the house's savings goes into a trust fund set aside for that house. It is absolutely the property of that house and is in the bank drawing interest for that house.

Those accumulated discounts which stand in the bank are the guarantee for the fraternity accounts with the merchants. It is also the guaranteed accounts and not the volume that commands the prices. We are operating on cash prices and not on credit.

Our by-laws state that each house must contribute \$30.00 in the very beginning when the house comes in. This contribution is still their money, but that is so they will start with something. The savings

depend upon the amount of purchases one house makes.

One house may build up this trust fund in one year, while it may take another house two or three years. Those trust funds go up only to a figure sufficient to guarantee one house's accounts for one full month. We operate on a 30 day basis. That trust fund varies. One house may need \$300.00, another may need \$500.00. That is all determined by the individual cases.

Is it worth while? Definitely so. We are effecting savings. They are down in black and white. We know exactly what the contract price and retail price for coal is. We do effect savings. Besides that, we have kept the general level of prices down by simply existing.

I think you would be interested in one little incident that really started the ball rolling. Some of you have written to me in the past few years asking how we did get started, and the possibilities of doing it on your own campus. When the thought of starting this group came up in 1932, we got out a regular questionnaire and asked each fraternity what they were paying now for each item, where they were getting it. The most outstanding thing we noticed was that each fraternity was paying a different price to have the flat work laundering done. The prices ranged from seven to fourteen cents.

Some steward had probably gone in and talked turkey to them and got the price down for them. By the time we lumped this volume together, we cut it down, not from 14c to 7c, but all the way down to 3c. That was the weakest point, so we started out with just laundry alone. Today, laundry is the biggest money saver. Incidentally on your campus it might be another item entirely. But, I do think definitely, that a questionnaire to find one spot to start in is best.

Do not forget that the cook is actually doing the work. Our work in the office is behind the scene. It is advisory. The actual work is not taken away from the fellows in the house. But the actual business of purchasing is only one small portion of it. We try to help the stewards by giving them concrete figures to work on. I never was so surprised to find out how little 19 or 20 year old fellows know until they are turned loose on a house. If you were turned loose now, with a whole job of running a house, what would you do about the floors, the house cleaning, painting, upkeep, and getting the canned goods? When would you buy them? Do you know how many a No. 10 can will feed? There is an endless variety.

We try to get together and talk it over once a month. They enjoy talking about the various phases of it. Nearly every steward when he finished the job says, "I wish I could turn around and do it all over again. I know what to do now." But as it happens he is on for eight or nine months and he knows before he starts that his term is only going to last that long. It is not true with all of them, so I do want to leave one thought with you. If there is not already on your campus some administrative office, some one central spot where the steward of fraternity houses can go to find out where to buy this, how to buy that, I think it would be very, very much worth your while if you set up something of that sort. This is the steward's only contact with

the merchants in your town.

Do not forget that he has probably come from out of the city. He probably does not know the merchants. Where is he going to find out about them? The Dean of men probably does not know all of them. Maybe he will find the answer by hollering over the fence to another fraternity house. I believe, that if you keep in mind that food, clothing, and shelter are the primary necessities; if those are all taken care of then all this business of social conduct, scholastic achievement, working on the religious side and the personality side will all be taken care of that much easier.

Now, if there are any questions you would like to ask later on, I would be only too glad to fill out anything that I have skipped. I would be very much helped if you would all give us some indication of where combined purchasing efforts have been attempted on your campus and why they have failed, if they have. That seems to be true more often than when they succeeded. I think any of those things we can bring out in the foreground will help another school. (Applause).

Chairman Geddes: It might have been wise for me to say that Mrs. Jackson told me that the Wisconsin group started out as a consumer's cooperative. However, that element is fast approaching a management problem. Mr. Rollins of Northwestern University, has some very definite ideas which are worthy of our attention, relative to, "Centralized Purchasing Through the Regular Purchasing Office of the University." I think it is only right in a discussion of group purchasing that we should take under consideration this element of the problem.

Mr. James Rollins (Northwestern University): We never had definite ideas on how everything should be done. About a year and a half ago, in order to find out what to do about purchasing, I was allowed the privilege to go where I so chose to see what others were doing. Since that time, I visited every large campus in the country that was known for any kind of purchasing. I do not think there are any that I have missed.

I feel that good purchasing is just one of the essentials of good fraternity management. I think that everything that we have talked about, Hell Week and the whole business, is only part of the whole scheme. I know that where a fraternity is privileged to know people in business it is to their advantage.

They were allowed instead of one guest a month, six. They saved \$125.00 a month on purchasing and spent \$216.00 on free guest meals. Anything you talk about is part of the whole business.

I have very definite ideas such as these: I think Wisconsin has a good system, and I think the Minnesota students have a good system. Let us take them. In the first place I do not believe that we ought to go out and run the fraternity. But at the same time you have Mr. Dykstra who did one of the most intelligent things in the way of purchasing. You have Dean Goodnight, who is a good Dean of Men,

unequaled in the country from this point of view. I do not know how Wisconsin feels about him, but I know how other people in the business feel about him. You have Mr. Pederson, Business Manager, who is interested in what can be done in the fraternity as any business manager will be, I know. They say, "We can't legally do anything in Wisconsin about fraternities. We can't even buy for a club that we own." I say it is all right.

Now, Mr. Geddes, I have not seen any place where they have a better interfraternity organization or where they are trying to do things more intelligently, and I have not seen a university in the country that has a store of facilities like the University of Minnesota in relation to dormitories. We cannot touch this thing or offer help, but we are going to build all kinds of facilities to help the other men where they have stupid management.

I know that Minnesota stores are buying enough to handle all the business if they wanted to. I know most of the people want to take all the benefit that the fraternities have. I think that over a period of years, every university has to make available to the fraternity the facilities that the university has. Of course, we are in no better shape than some universities, but we do not have to worry about financial problems. We have some that have plenty of money in the bank, but at the same time they are just as much interested in saving a little money here so that they can spend it on rushing. I think we ought to give them any kind of help. They have fairly good cooperative buying.

We have a Bresee-Warner system. We collect all the money for the fraternity, board, room, tuition, and fee. In turn we meet with the Bresee-Warner people and we tell them, "Your milk contract is quoted at 33c, a fair price would be 27½c." I think that is the sort of thing that ought to be done. Mind you, it is only my idea; but when I go across the country and see these enormous dormitories and not one thing given to fraternities, I do not think it is good wisdom on their part. The Dean of Men, I think, can play an important part in this way. I know of a university in the middle west whose Dean of Men has talked to me here about doing something about this situation. He does not know it, but I do, that the purchasing departments are trying to get the finest food person that the city of Chicago has to offer and they will probably get him. They have no intention at all of cooperating with the fraternities. They say, "We will run our business and let them run their business."

I think that Mrs. Jackson here does a fine job; but in my estimation, 85 per cent of the good job that she does is actually fraternity management in the house—what to do about painting, and what to do about all the other little things. But, why in the world should she be worrying about large purchases when she has every advantage of the university. They almost convinced me that they really could not do much about it. But, I am still not sold that they could not be of some assistance.

Thank you. (Applause).

Chairman Geddes: Dean Somerville, of Ohio Wesleyan, has consented to talk a little about the educational problem that is involved and the responsibility that can be carried on by the individual in a group under the individual system or even under the cooperative method.

Dean J. J. Somerville (Ohio Wesleyan University): Mr. Chairman, I will speak here of the fraternity men on my own campus, a school in which 85 per cent of the men belong to fraternities and where they have very good chapter set-ups as far as management is concerned. They have stewards, alumni, faculty advisers, they have their accounts audited. All these help to make their work a success. They have been well satisfied with what they have been able to do in the way of their own management. When you bring up the matter of a co-operative which is going to rob them of their individual training, of the thing we fraternity men speak so much about, that is, giving them the practical training and cooperation in business management, they say, "We are willing to go ahead with this ourselves."

When you talk with their alumni, they say, "Why we did that when we were in school." The boys are doing very well now, but as a result of that type of management, we have arrived at something which we are doing. The fraternities have the possibility of purchasing through our purchasing department in the way of coal, meat and canned goods. They always have the privilege of belonging to a local cooperative in case they care to really join, and always share in the profit that may occur during the time of their membership. Plus this fact, they have made a separate arrangement. They have gone through the period in which they made agreements to all purchase, for instance, their meat at one time from one meat dealer. They have found that there were some difficulties there in regard to qualities which they felt could be better if they dealt individually.

After they quit this method of buying from the meat man you will find that the discounts have continued. There you may say that prices have possibly gone up in connection with purchases from the local merchants, but at the same time you will find that they have a check owing to the fact that they pay the bills regularly. This check made by the auditor of accounts on the monthly statements, has continued.

There is another problem that is entered into. Where house mothers have been invoked for quite a long period of time, they have a great deal to say in regard to the types of produce which they feed. This keeps the boys satisfied with the type of meals that they have been accustomed to having in their own fraternities. The thing that I fear in some of the cooperative movements if they come in as a whole, is the fact that we are becoming interested in what we call a "cooperative movement," but which is in reality, nothing but a purchasing department, and we are really breaking down a real cooperative that each one of us has had in our own chapters. (Applause).

Chairman Geddes: Mr. Paul Beam has had an opportunity to observe certain cooperatives in action and also some cooperatives that have failed. We have asked him to offer in brief a critical analysis

of some failures he has known of personally in his contacts over a number of years in fraternity work.

Mr. Paul Beam (Phi Delta Theta): Mr. Chairman: My contribution to this discussion must necessarily be limited to my observations of two failures at the University of Illinois, one of which was attempted by an accounting and auditing agency which attempted to incorporate cooperative buying as a part of its duties. The other was attempted by an independent wholesale grocery salesman; and as I say, both of them failed. Therefore, I am going to be rather critical about this thing because I have no working knowledge in any other sense of the word.

It was my observation that students, and fraternity men in particular, do not conform readily to any reforms of this character. There is, I think, a real lack of desire to cooperate on the part of fraternity men in a movement of this kind. At least we found it so at the University of Illinois.

Then, when they got around to the stage of the game of letting contracts, there was of course, bitter opposition on the part of the independent merchants in the community. So far as I was able to determine, they would stop at nothing in order to break this thing up. They tried to drag the house managers out of the cooperative movement, with below cost prices, and they were disseminating propaganda, and crying on the shoulders of many of the alumni of the fraternity of their acquaintance; and as we all know, some alumni can be of great influence on the boys in the active chapters.

Then there was the proposition of fraternities who found it difficult to go into these cooperative enterprises because of their financial distress. They were heavily in debt to many of the local merchants and of course when they attempted this thing, there were threats of law suits for the collection of these delinquent accounts. So, they had pressure brought to bear on them. I have known of cases where independent merchants actually hired students as agents in the various fraternities as a subterfuge in order to regain their lost business. These boys were working on commissions and it made it very difficult if those boys happened to be influential in the chapters, to turn them down. They may have been working their way through school, and the chapter felt an obligation to help them. I have known of several instances of collusion between merchants and the employees of the fraternities. I have known of actual cases of bribery. I have known, for example, that over a period of years, cooks and perhaps porters have been feeding their entire families because of the fact that fraternities have been willing to go along through a period of years in the same old rut, trading with the same merchants.

There were also obstacles which came from the cooks and porters or other paid employees of the fraternity. We all know that fraternities have, for example, many employees who have been in their service for a period of many years. These servants have built up a sort

of sentimental proposition that is pretty hard to overcome. When they have served 10 to 20 years they can rule a house in a pretty high-handed way. They have established ideas which are pretty hard to overcome. They are not amenable to suggestions that are brought along, and yet they are so firmly intrenched in their particular fraternity or sorority that there is simply nothing one can do about it. They assume the proportions of legacies in those fraternities and sororities.

There were also cases of trusted cooks and porters who actually were dishonest, and as I have already pointed out had been feeding their families for years from fraternity larders. I knew of a case also, of a cook who deliberately prepared food poorly that had been furnished through the cooperative enterprise, and she was so well established in the house that they accepted her word for it that it was the quality of the food she was getting that was responsible for the poor meals.

Mrs. Jackson mentioned something about coal a while ago. I think of the classic case of the porter, who for a period of about 20 years had been receiving 25c a ton for all the coal delivered at his particular house. Well that was a pretty tidy little nest egg for him, and he was held in such high regard by the fraternity that they had delegated the purchasing of coal entirely to him. There again he was an institution in the house. When finally they did make the change and attempted to purchase coal cooperatively through another firm, he stuffed gunny sacks up in the flue of the furnace in order to make it appear that the coal was not heating properly. Those are the things that they had to contend with at the University of Illinois.

When cooperative purchasing was attempted, they also had a very ludicrous situation at the University of Illinois, because of the lack of storage facilities in that there was a complete duplication of meals all over the campus. If you were a member of one fraternity and happened to be invited out, you knew you were going to get exactly the same meal at the other house, because in order to gain the advantage of decreased prices through mass purchasing, the cooperative had to buy its cuts of meat in large quantities, and fresh vegetables were purchased that happened to be on the market that day at a very low price. So it became a standing joke on the campus that you were going to have the same meal wherever you might be that evening.

Then of course there was the problem of the inability to provide proper delivery facilities. It has been my experience that there is no person any more inconsiderate than a fraternity cook and I might include the house mother in that, when it comes to ordering provisions. They are going to buy right down to the very closest margin. If at 5:45 in the evening it is discovered that one more pork chop is needed because they have a guest, cooks are accustomed to call up the merchant for that one pork chop, and it will be rushed out in two minutes time. That was another difficulty at Illinois. They attempted to plan their projects in such a way that deliveries would be made at regular intervals throughout the day—perhaps two or three of them. In dealing

with fraternity cooks and house mothers, it simply is not in the cards to do it that way.

Then there was a constant threat of withdrawal from the co-operative movement on the part of the leading and more influential groups on the campus. Individual members of a fraternity are not particularly interested in a cooperative movement of that sort. These men are interested primarily in their own individual stomachs, and whether or not a fraternity is able to gain any great advantage is not of any concern to them. That holds true for chapters which have acquired some degree of financial security. They are not particularly interested in the cooperative, because they have proved to themselves and to their alumni throughout a period of years, that they are capable of carrying on successfully and they are willing to leave well enough alone.

In conclusion, I will say that there was a considerable amount of difficulty in obtaining satisfactory contracts with the wholesalers and jobbers because of their business relations with the retail merchants who had themselves been purchasing through the same wholesalers and jobbers. Quite a problem arose as a result of that.

This has been a very critical discussion and as a fraternity executive, naturally I am sympathetic to a movement of that sort. But I am simply telling you of these movements at the University of Illinois which failed. (Applause).

Chairman Geddes: We have Mr. William Thorkelson here, who is a house manager at the University of Wisconsin. He has been interested in the Wisconsin movement, and he will be able to give us the attitude of the individual house manager toward the movement and the work that is being carried on here at Wisconsin.

Mr. W. L. Thorkelson (Wisconsin '39): Mr. Chairman: I think one of the greatest advantages of the cooperative buyers here at the University, and this will probably answer some of the questions that were brought up by Mr. Beam, is the fact that an individual fraternity can buy just as much from the cooperative buyers as it desires, or it does not have to. One of the things that we have come up against constantly is the buying of canned goods. They are quite an item and run into a lot of money.

This year, I went up to Mrs. Jackson and got a list of prices from her and we bought some items from her that we found were the lowest. If we could get lower prices elsewhere, we could go and get the purchases there.

Mrs. Jackson mentioned the point that fraternities that have these buyers help the stewards a great deal. I wish to emphasize this point a bit. As she said, the stewards are very green. But, through Mrs. Jackson and the fraternity buyers, a certain continuity is provided. There are some problems that come up year after year, that although you have worked under the previous steward in your house, you just cannot remember all of them. In this way, these problems can be handled

each year successfully and each man does not have to start out quite as green as he might otherwise be.

I think that being a fraternity steward does provide a certain sense of responsibility. You really have a good sized business to manage. You have the opportunity of hiring help, of buying these different commodities, and of making contacts with these merchants. All of this certainly is an education. It gives the student a chance to manage a business before he gets out of school.

The one point that I wish to make about cooperative buying is that it does to a certain extent do what your house mother and what your advisers in the house would ordinarily do. You get better prices through fraternity buyers. All in all, it is a means of saving money in the house and also of helping the stewards to learn their jobs and get what experience they can from holding the position.

Chairman Geddes: My job this afternoon is going to be that of at least attempting to chart a course of progress in this problem.

First, I must say to you gentlemen, that I believe we should recognize that purchasing is only one phase of our whole problem. Lack of success financially as far as the fraternity is concerned can result whether you have cooperative buying, centralized buying, or individual purchasing. I know at Minnesota we have had a cooperative movement in effect for a good number of years. It has of course, given us savings, but it is not affecting the whole problem materially. Some method of supervised purchasing must, I believe, be a problem that we will face as Deans. Some definite method of supervising, not alone of the purchases but of the whole financial work of the fraternity, must be devised.

It is my personal belief, that first, there must be established a general business service for a fraternity. At the present time in all our localities, we probably have private organizations providing certain accounting and auditing services. That is not sufficient to me. To me, the establishment of a business service which takes into consideration the importance of accounting work, the proper budgeting of expense and income, as well as providing proper information relative to buying and purchasing of goods, is the ideal. I know that it depends a great deal upon our individual locations whether we are in a large city, with a highly competitive market, or in a smaller college community.

As educational officers, I think we must be particularly concerned and cognizant of the maintenance of group and individual responsibilities in the fraternity. If we are unable to do that, the fraternity itself, whether it makes money or not will be a failure. I believe that although these young men in college are 19 years old, they must have the experience, under the proper advice and counsel. I believe that the university is in the best position to provide that counsel from an educational standpoint.

I believe that we should establish some nature of fraternity service; it must take into account, not alone auditing, not alone accounting

practice or budgeting, or actual purchasing or the supervision of purchasing, and the providing of proper information relative to purchasing, but it must deal with the problem of management, not from a standpoint of actually managing, but as showing young men and women in the case of sororities, how to do their own job. Then they will recognize its importance and they will take pride in their doings and in the accomplishments.

Mr. Delber E. Kinsel: (Ohio State University): This whole discussion of fraternity cooperatives has been very interesting, but at Ohio State, as fraternity auditor, I have gone through all the experiences that have been mentioned.

Our fraternity cooperative at Ohio State has had considerable difficulty in getting started, but now it is meeting with a great deal of success. It was incorporated under the state law of Ohio in 1931. Now, based on our experience and from the discussion here, I have the feeling that if the fraternity cooperative is to start, it should be the outgrowth of an interfraternity activity, thereby building up the fraternity interest and making them feel that it is their organization rather than a university project being imposed upon them.

The idea grew out of our Fraternity Adviser's Council, who in turn and through a meeting with the various local fraternities, stimulated interest and it was taken up before the Fraternity Presidents' Council. They drew up a constitution and worked the whole thing out with the advisers. They established that the board of directors of the organization shall be six alumni advisers, for instance and five from the fraternities. They are the governing body, and they meet annually. Through the fact that it was an interfraternity project, and started there, they have handed down in more or less traditional form, confidence in the organization as to the way it was built up.

The other things that led to its success are the principles upon which it was started and upon which it operates. Our organization, for instance, for the fall quarter of this year did \$97,000 worth of business, and for the school year of 1937-1938, they will probably do about \$220,000 worth of business.

There are 65 fraternities and sororities on the campus who are members. Until 1936, it was having considerable difficulty. It underwent a complete reorganization in January of 1936, and from then on it has met with a great deal of success.

Chairman Geddes: I might say that we have had a cooperative at Minnesota for about ten years. It has done a good job, but it is only interested in the actual purchasing of food stuffs. They have made money, but they have not been able to return it to the fraternity due to one fact—undercapitalization. It so happened that the profits of the cooperative are tied up in accounts receivable. So, if you are thinking of starting the consumer cooperative program, be sure that you require your fraternities to put enough money into it to give it the right capital to work with and the proper amount of purchasing power.

Mr. J. F. Stecker (Ohio State University): I should like to ask Mrs. Jackson from what source her board is controlled? Who does the hiring and the firing, and from what source is any money obtained for paying such things as salaries, and any other upkeep you may have?

Mrs. Jackson: There is one paid employee and he is paid out of the 20 per cent of the savings effected. The rent also comes out of that 20 per cent. It is not 20 percent of the total volume of business done. If the manager can save \$2.00 on every ton of coal, 20c of it goes to pay his salary, the office rent, and to buy the stamps, stationery, and the ink, and to pay for the typewriter. 80 per cent of the savings goes back to the fraternity house.

The first two years I worked for \$25.00 a month. There was no volume. Since that time, with the addition of more commodities and houses, it has built up to where there is a very fair salary for the purchasing agent and manager.

Dean V. L. Moore (University of Texas): Of my questions, one has already been answered. I wanted to know who pays her salary. The next question is, do you have or need a warehouse? The third question is, what is the practical method you use in enforcing prompt settlement of accounts? I would like to have specific answers from those who know. We want to know how you do it. I am going right straight home and start one of these within the next two weeks. That is one of the main reasons I come here. I get something practical.

Mrs. Jackson: We have no warehouse to speak of. Under my desk are about three dozen sheets, and there is a cabinet with about 12 dozen pillowcases in it. Anything that I find place for, I will store if I manage to pick up a good buy someplace. I cannot buy waiter coats in the city of Madison, so I buy two or three dozen out of the city. I store them away from the typewriters and ink. Otherwise, we have no thoughts of ever going into the warehouse business because we are practically surrounded by the business district. I understand that there is a very large warehouse in Oregon. They are producing part of their commodities as well as consuming them. We have no thought of ever having one here.

The other question is a mystery. These trust funds stand intact as guarantees that the bills will be paid. We have no capital to operate on. We had \$500.00 which represented the \$20.00 from each fraternity that came in. They paid it once when they came in and we still have it. We have never written off any bad accounts and I hope we never have to. Our checks back from the fraternity you remember, have this total statement including the contribution to the trust fund. Those checks are due in my office by the tenth of the month. They are all in. There are probably one or two exceptions over the period of a year, but we were never worried about them coming in. We do not take a house into the group until it is financially sound, because we have no capital and we cannot risk running into debts.

Chairman Geddes: I think we have used our time. I know they

will be glad to answer specific questions which you might have to offer during the next day or two. (Applause).

President Gardner: Thank you, and I think your panel was unique. Mrs. Jackson, I think you are the first woman to appear on a Dean of Men program.

President Gardner: The study of the minutes of this Association show we spend a great deal of time in discussion of the fraternity question, and yet we all know that the largest percentage of our students are unaffiliated. So, in preparing the program this year we thought it advisable to give some discussion to the method of integrating the independent students and the independent groups into the campus program.

Dean Goodnight took over the organization of the first part of this program, and he has for us, four young men who will describe what they are doing at the University of Wisconsin.

The first speaker this afternoon will be Mr. Wilkie, who is a member of the House President's Council.

Mr. Horace Wilkie (Wisconsin '38 House President's Council): Mr. Chairman and Deans: We, of the House President's Council first must extend our appreciation for this opportunity to present the Wisconsin idea in the way of organizing the men students.

In order to facilitate a more easily understandable set-up that we have here, I would like to have these papers passed around among you, so you can see it more clearly.

This is our plan of government. First of all, the historical background of what we have here at the University of Wisconsin. This necessitates, of course, a rather general picture of what the purpose of our student government set-up here is. The purpose of any plan of student government should be to foster a complete program of student activity which is available for universal student use, and to seek a democratic solution to all important student problems.

Now, we are dealing today with the Wisconsin attempt at the solution of this purpose. We find that every male student upon entrance to the university becomes a member of the corporation entitled the Wisconsin Men's Union in order to facilitate better government. Naturally, a board of directors is set up, and that is called the Wisconsin Men's Union Board. It is made up of 13 men and they officially represent the men students.

In the beginning, along about 1905, when there were only a few hundred students here, this was fairly easy to handle, but during the last few years, the population grew tremendously until now the campus is made up of approximately 7,000 male students. It becomes increasingly hard for this group of 13 men to remain constantly in touch with the men they represent, and it became a great deal harder for them to get their program over to the men students. So, it was conceived that we should set up what was called the House President's Council.

This Council was established on the basis of house unity system, and was established as a committee of the original board of directors. This board of directors still exists, and still maintains the functions that it had 25 or 30 years ago.

Now, why was the house unit system adopted? We find when we look at the population spread of the student body here at Wisconsin, that it is spread in such a way that it provides an easy way by grouping the fellows together in the house in which they live. They were organized, a president was chosen, he was given his duties and functions which he had to perform; then all the house presidents were gotten together, and we called that the House President's Council.

The purpose of the House President's Council was: First, to form a more effective and simply administered mechanism for integrating the men students—the six or seven thousand students that were to receive the benefits of student government. Second, it was provided for a means of organizing student action for a better, more democratic student government. Third, it was to provide a social, cultural, and athletic opportunity for the maximum of men students.

In the organization of the House President's Council, the men are divided into those groups organized and those not. The organized men are split into three groups depending upon where they live. There is first of all the fraternities, then the lodging houses, and finally the dormitories. We find that the fraternities have found it convenient and necessary to organize themselves into a separate group called the Fraternity Council to handle fraternity problems. We have found it convenient and necessary to organize what is called the Lodging House Council to get the lodging houses together and solve their individual problems, and similarly with the Dormitory Council. Now, the House President's Council is made up of all house presidents combined together, until today, we now have a House President's Council made up of approximately 165 presidents.

Each of these individual units that make up the House President's Council also has a board. The Fraternity Board, the Lodging House Board, and the Dormitories, each elects a president. Now the three presidents of the three groups come together and meet in what is called the Administrative Committee, in conjunction with the chairman who is a man appointed from the original board of directors of the Wisconsin Men's Union. Here they decide on policies, on activities for the House President's Council, and the Administrative Committee acts as an avenue through which the activities of the Union Board are diffused among the men students.

That in summary, is the set-up that we have here at Wisconsin. Now, to show you how rapidly the idea has taken hold and what a large increase we have had in our government 441 men the first year—up to 677, 1,411, and today, 1,542.

The fraternities have remained close to 800 through the four years, while the dormitories remained about 450. That shows the de-

velopment of the number of men that the House President's Council has been able to reach through the organization.

Now I would like to take up what this House President's Council does in the way of fulfilling its purpose. First, in the matter of integrating the men students: We set up a procedure whereby every student can become a member of an organized house. Then we set up duties for the presidents of those houses. We have interviews with the president to impress upon him the importance of his duties. Furthermore, we have a bulletin which is released every week to the houses telling them what is coming up in the way of student activities

The second phase as provided in our constitution is to facilitate better student government. With that in mind, we organized these three individual councils and with that in mind we have acted as the more or less representative body of the men students.

Last year when President Dykstra came to Madison, it was felt that the most representative body of men students should come out and meet him; so combined with the women body which was comparable to ours, we held a reception for him when he came. To facilitate better student government, we have released ballots among the houses to have them vote on certain questions that are pertinent to the student body—the matter of student housing, the matter of student fees, student government reorganization, of compulsory R. O. T. C., of the retention of the orchestra service among the students, of whether to have compulsory athletic coupon books. The question to wages and hours was one of the most recent that we sent out to secure the opinions of the various units. Moreover, we have acted as an appointive body, appointing various men to certain faculty student committees, such as the student committee on conduct and discipline. We have held meetings from time to time whenever it was felt necessary that we should have the entire group of house presidents meet together, such as for a reception, such as for the recent consideration of the wages and hours code for students.

Finally, we have had speeches at the various meetings by certain key men in the university administration, such as the President of the Board of Regents, and the President of the University. We have also found it necessary to sponsor certain projects from time to time, such as a Red Cross Branch, with the idea of raising money for the flood relief that the Red Cross was carrying on. We raised about \$250.00 that way.

We have had an activity bureau which tried to organize and get the students into government and into the student activity. We believe we accomplished something last year when we found there were a lot of robberies going on around the campus, and so we offered a reward of \$25.00 to anybody giving information leading to the students who were responsible. We found that after that announcement, there were no more robberies.

We have recently completed an encyclopedia on the student gov-

ernment set-up, showing all the different organizations on the campus and how they function.

Now, in regard to the third phase of our program, perhaps all the other things lead up to this; the provision for a cultural, athletic, and social program.

We have sponsored a friendship and marriage series of lectures, intramural discussions, debates, dances, and sports activities, inter-house get-togethers, socials of all kinds, affairs of the Union, and inter-house meets.

Now, in the line of general observations, we believe that the set-up is unique in that the emphasis is placed, not upon the individual units, but upon the over-all group—the House President's Council.

We believe that the fraternities should organize on the merits of the fraternity system. The fraternity system is justifiable and it will continue, but only in so far as it tries to bring about constructive criticism within its own group. We believe that that objective will ultimately be realized. It is the same situation in regard to the independents. You cannot build an independent organization on the basis of anti-fraternity propaganda, or anti-fraternity objectives. You must build them upon the common ground of providing social and cultural advantages for the independents which will make them rival the fraternities, but which will not be set up as a means of undermining the fraternity system.

We believe that the house unit system has developed a great degree of responsibility among the house members and especially of the house presidents. There has only been a beginning in this respect, but there has been a rather significant development. We believe that it is a conscious part of any program provided by the university for social education.

The Council as such, has remained above politics, and as such, it will survive. As soon as it gets into politics it will break up and the purpose for which it has been conceived will no longer be realized.

I believe that in the last four years, this is the most significant development upon our campus—the development of the house unit system, whereby students can secure the benefits that fraternity organizations can derive from their organization. I believe that we have made a great inroad upon the development of a social education for the mass of the student body. The members on the platform here today have all worked during the past two or three years to secure the objectives that we have striven for and I think a great deal of credit is due to them.

I have been working with the Council for two years and I want to take this opportunity to personally extend my gratification for the fellows who have worked with me and worked with the Union Board, and worked with the Union officials, and faculty in building up what we believe, in Wisconsin, is a working idea—the House President's Council. (Applause).

President Gardner: The next speaker will be Mr. Schleck whom we heard from in connection with the Interfraternity Council.

Mr. Schleck: Mr. Chairman, and Deans: I want to trace the closing note of Mr. Wilkie's talk, wherein he said that the HPC is an overall organization and that the groups down here, the lodging houses, the dormitories, and the fraternities, do not bring the problems up to this group. The HPC works as a group. The individual problems are not brought up. They are taken care of in the different places.

I should like to outline briefly the fraternity set-up on the campus and show how it ties up in the Union here with the Interfraternity Council and Board.

The real work is done by the Interfraternity Board which is composed of five members elected by the fraternities, one man appointed from the Union Board, and the Dean of Men ex-officio. These men are elected from the fraternity group at large and very seldom are they members of the Interfraternity Council; they elect their own officers and their president also presides over the Interfraternity Council. This body is very similar to such governmental bodies as the ICC and Federal Reserve Board in that it is quasi-judicial. The Board formulates rules and policies for the fraternity family; it also judges and punishes any violation of these rules. Its actions are subject to review and must be approved by a faculty committee on Fraternities. The work of this Board is planned and is carried over a long period of time for example, the board members now are actively engaged in trying to build up a fund to fight the taxation of fraternities in Wisconsin, another member in cooperation with fraternity buyers is running a series of Stewards Meetings in an effort to equip the fraternity stewards with a background for their work—they have discussed and listened to authorities of heating, ice cream, meat cutting, fraternity costs and comparisons and numerous other related subjects. One member of the Board has as his special duty, the formation of an assisting staff to help the board members and to train the new fraternity men in the work of the Board. A pledge group that was organized in conjunction with the YMCA is under the care of another board member.

Still another has charge of editing the interfraternity booklet which is sent to all incoming freshmen in an effort to acquaint them with the fraternity system at Wisconsin and what it stands for.

There are two bodies set up by the fraternities—the Interfraternity Board and the Interfraternity Council. The Interfraternity Council is composed of one representative from each house elected in accordance with the house rules and not according to any council rules. The Council meets in the various fraternity houses at irregular intervals; a meeting is called by the president whenever there is an accumulation of business or an important problem on which he wishes to get the fraternity sentiment, comes up. The Council deals almost entirely with questions that can be taken up and discussed at one meeting and voted on at the same meeting, so you see that this is no great deliberative body and it is not intended to be.

This present Council is but one year old and is to be examined this year to determine if it should be continued. The Interfraternity Board shall recommend its continuation because we believe it has been a real help in fraternity affairs.

What we really expect of the Council is a formulation and crystallization of fraternity sentiment and we expect it to be a clearing house for ideas.

There was a great awakening of fraternity spirit about two years ago on this campus. We had seen the fraternity group drop off from 52 to 38. So the fall before last, when we had our election, the coalition of the fraternities and the independents defeated an old line fraternity machine. The Interfraternity Council was organized as a method of getting together and talking it over and formulating the ideas and opinions of various subjects relating to it.

As I mentioned before, the boys got together after this awakening. They formed the fraternity group, and the spirit was evident in the speeches of yesterday. The fraternity men were condemned for lack of cooperation. Our answer to that was that we had to take stock of our situation and solve some of our problems. There were the three bugaboos of every fraternity man, rushing, finance, and scholarship staring them in the face. At the present time, the finances are not in a healthy condition. Of course, scholarship was always a setback, and we did not get pledges. That was what it was designed for.

In regard to housing, it is still a very important question here on the campus. When, some years ago, a rooming house burned down and a student was burned to death, the HPC appointed the first committee in regard to housing. True, again, the committee did not function as it should, but it was not because of the fraternity man. It was always hard for the fraternity men to realize that there was a housing program, when each year they had half of their house vacant, and they had to make it up in the second semester. With the help of the Dean's office, we made it possible for freshmen to live in fraternity houses the first semester.

The wages and hours committee takes care of the work that has to be done on the campus in regard to forming a code for student workers at restaurants and other places where they hire.

In regard to fraternity men, it is said of Mr. Wilkie who addressed you just before this, that he has done more for the independent cause than any independent. The same is true of Conrad Shearer of the Wages and Hours Committee. The rebuttal of that by the independent man is, of course, that fraternities do not consider them fraternity men. That brings out my point again. At one end we have the progressive fraternity and at the other end the old line fraternity. We have to get them together.

A change was made recently at the beginning of the second semester in regard to the Johnson Plan which is a new plan of government proposed by one of the students here. It is a new set-up of a house

plan, more or less. It was decided very largely on a non-fraternity basis. At once the cry went up that fraternities were retarding progress. We did not honestly believe that the plan would solve the problem. Now, Mr. Wilkie is working on a plan of reorganization which we are heartily in back of. There should be reorganization. That we did not approve of it along the Johnson Plan does not mean we are retarding progress.

In regard to fraternities cooperating, Mr. MacFall last night gave me a few ideas, such as inviting independents into general meetings or making some effort to get together. I think we are now in a position to do something like that. We were not in that position before. If it is new work being done along the lines of Interfraternity Council and Board, we have coordinated the fraternities. If we can branch out we can really do some work in coordinating with others. (Applause).

President Gardner: Mr. George Pederson, President of the Dormitory Council is the next speaker.

Mr. George N. Pederson (Wisconsin '38): Mr. Chairman, and Gentlemen: The men's dormitory of the University of Wisconsin has been organized for about the past ten years. The dormitories are divided into two halls, Tripp and Adams Hall. We have about 530 residents here. Tripp and Adams Hall are divided into eight houses each, housing about 20 to 35 men apiece. These 16 separate houses form the basic unit of our government.

At the beginning of every semester, each house elects a house president whose duties are to conduct house meetings and to represent his house on our dormitory council. The Dormitory Council is the governing body of the dormitory association.

Each Hall represents itself by an election of a president for the entire Hall. These two men sit on the Dormitory Council as members at large. Now, what are the functions of the Dormitory Council? We have found in practice they are chiefly legislative, while the administrative work is done by the committees. For example, we have a large library at the men's dormitories which have about 2,000 volumes of travels, biography, fiction, and so on, which is unsurpassed in any library on the campus. This is carried on at the dormitories by a library committee, who chooses new books most appropriately for our purposes. This committee system carries over into athletics. The dormitories have always participated in intramural athletics. Every year we seem to be able to place several men on the honorary all-university teams which parallels the All-American teams in intercollegiate athletics. We consider this program one of the most important factors contributing to associations with other campus groups.

I cannot stress too much how athletics seems to bring us on a parity with other campus groups. If we are active in athletics and there is a spirit of rivalry we are worthy antagonists. If we are worthy opponents, we get attention and our names—dormitory men—are mentioned in the campus publications. This does foster a spirit

of fellowship.

Likewise our social committee runs several dances and parties each year, including a formal dinner—dance in the spring. For the last two or three years we have splurged once during the year and imported a prominent band from Chicago. I feel that a lively social program offered to dormitory men does a great deal toward establishing parity with fraternity groups. It is to the benefit of dormitory and independent men in general to have a live-wire in regard to social functions.

How do we finance our organization? Well, ten years ago when things were good, we charged each member of the dormitories dues of \$10.00 a year. We have about 530 men in the dormitories so that gave us at that time a working budget of \$5,000.00. They used to do things then. We have a lot less now and we do more with it, probably due to our experience in buying and so forth. We hire a business manager at a salary of about \$135.00 a year to handle our financial affairs, and with the money we send delegates to various conventions, we are able to contribute to worthwhile campus projects, we supply large groups of magazines, weekly and daily newspapers to each member in the dormitories. Our radio dormitory association supplies each house with a radio. These are the worthwhile things which the dormitory and the Dormitory Association, which is entirely self governing, are able to offer to their members. They make it desirable at the same time. We do not talk too much anti-fraternity politics, due to the fact that a large number of our members each year enter into fraternities.

In regard to campus politics. The dormitories participate actively. I do not know whether our participation arose out of our organization or our organization increased the participation. But anyhow, at about the same time we organized a Political Council, each house president would appoint or select in his house, another member to sit on the Political Council. At election time this group came in a body to the meeting place and we listened to the campaign speeches and we questioned each and every candidate that wanted to come. All the candidates were out there and some of our members questioned them and pinned them down. We did not talk all fraternity or all independent. We have supported what is known as the U. S. A. ticket. This Association in name at least, is pledged to back principles in politics which are stated in their preamble. More than that, we have found the dormitory men participating in the campus affairs. We have dormitory men on the Union Board, the Cardinal Board, and so on.

How do our dormitories keep abreast of campus affairs? We get copies of the Cardinal each morning which our members read. Our committee of the HPC also sends a weekly bulletin out which is called Wisconsin Men. We feel that that bulletin is a very important thing. It is placed where it is easily seen and most of them read it. We are located in a small geographic location, but even so we are somewhat limited in carrying all the news. I think that next year we are going to organize and have an elaborate organization for dispensing news. It will have as much organization as it can stand.

There is much to be desired in regard to dormitory participation in campus affairs here. This is due no doubt to the fact that dormitories are separated from the rest of the campus. Another factor which makes integration difficult is the youth of the majority of our students. Most of them are freshmen, sophomores, a much smaller number of juniors and we have about 50 seniors in the dormitories. However, these are not unsurmountable difficulties with participation, interest, more activity, and publicity, especially in places like the Daily Cardinal, in spite of the fraternity's feeling that they have been slighted.

It is my hope that it will devote an increasing amount of space for dormitories in the years to come. It is my hope that the dormitories may fulfill what they are beginning to show, of becoming active contributors to general campus welfare. (Applause).

President Gardner: Mr. Robock, the President of the Lodging House Board will conclude, after which we will have a general discussion.

Mr. Hyman Robock (Wisconsin '38): I asked to speak last this afternoon so I would have more time than the rest of the fellows. I resent the fact that in the last 20 years, as has been pointed out, the Deans of Men have devoted so little time to the discussion of the integration of all the men students. I am going to try to present a few of the general principles in regard to independent men, and a few of the conclusions that we have drawn from our experiments on our own campus. A great many of the campuses are inspired by independent movements and other movements which on our own campus we call the Lodging House Movement to provide a fuller program for those unorganized men on the campus.

The thing that puzzled me when I went down to the Independent Student's Association Convention at Oklahoma last week, was that practically every one of the organizations that were represented there—there were 23 schools from the middle west—were started in the last three or four years. At the University of Oklahoma the Independent Men's Association was begun four years ago, and it had the distinction of being the first independent men's association throughout the district. Why have all these universities had spontaneous growth of independent or lodging house organizations on their campuses. There has been no national movement to start them up. There has been no national organizer traveling from university to university. We talked about it to some extent, and the main conclusions that we came to—there may be others that we did not think of and that is something I would like to hear this afternoon—were that we have had increased enrollment throughout the middle west. We have had an increase of practically 100 per cent in the last five years in some of our universities, and a substantial increase in others, while the fraternity movement has been more or less at a standstill.

Another thing, the most important in my estimation, is that there has been a lack of attention on the part of the administration of

the universities in regard to the unorganized men. I have talked with fellows from other universities; some have organized them with passive support of the Dean of Men, and still others have organized them with active support of the Dean of Men. Now, the reason for that seems to me to be a grossly wrong interpretation of this problem of unaffiliated men. One of the most common analysis of this problem that I have even heard is that independent men are independent because they prefer to be so. Independent men do not want to be tied down by the restrictions of an organized group. If they wanted the benefits of a fraternity they would go and take them, because the financial motive is not important. That is the opinion that I have heard. The opinion was presented that any man who wants to belong to a fraternity can find an organization that will be adapted to his financial means.

I think that the financial motive is a very important thing. The fraternities, granted, will subsidize a number of the campus leaders, but the other fellows in the house will have to pay for that. They will take into the fraternity many of the campus personalities and provide them with room and board, and jobs for the sake of bringing greater prestige to them. But that group of fellows that find jobs within the fraternities are very limited. Of course, there are a large number of men that do not want to belong to fraternities and can afford to do so. But, I do not think that is the case with the majority of them.

Now, our analysis of this problem has resulted in our House President's Council in the house unit system. We have refused to consider the social affiliations angle. We have considered men from the standpoint of where they live. If he has the money to belong to a fraternity, he comes within the fraternity section, and the rest of them, the large majority, do not have the money to "go fraternity" and should be treated in an entirely different way.

As we have pointed out continually this afternoon, our organization is not based on fraternity and independent. It is based on the place you live. If you live in a fraternity, you are under a Fraternity Council. If you live in the dormitory or the lodging house, it is worked the same way. We feel that each has a separate problem. I might stop right here and mention that our Union Building here and our Union directors were greatly responsible for the organization according to the house unit basis. It worked in with the Union Building itself. I make no distinction between fraternities of independents in any activity. In order to extend that idea, the House President's Council was perfected after numerous attempts.

We feel that as soon as you categorize men as independents and fraternity, you are going to intensify the feeling such as we have in our campus politics and have both groups bucking each other. Therefore, we have instead, built an organization that we feel is unique, based upon the residence of the students themselves.

I am not going into the technicalities of our lodging house council. We have a service program—cultural and intramural—which reflects

student opinions. We use the houses for getting a ballot on a variety of student problems. We send out a mail ballot and present the information to the proper authorities, and seeing we have coordinated all these three groups into the HPC, that purpose of reflecting student opinion has become and is becoming one of our most important functions. We have a method of finding out what the students want. If the students want compulsory athletic coupon books, they can make their wishes clear through our house unit system and the House President's Council.

The thing that I would like to mention to give a sort of negative aspect to the whole picture, is that we do have difficulties—a number of them. We have, first, the physical problem of organizing all the men. We have at present, probably more than half of the entire men students on the campus organized. Some of them live in places we cannot touch as yet. We have been unable to work out an organization for the fellows in town.

It may be a matter of the present leaders in the fraternity system, but so far in politics, as I have pointed out before, because of the strong feeling between fraternities and independents, we have been unable to get together and work for certain things regardless of whether it is a fraternity or independent man who is running. That is the only solution on our campus, to reform the student government so as to take out a lot of the officers in politics.

Now, in conclusion I want to mention four things that I think the Deans can do about this independent problem. I might mention, that our Lodging House Council is not officially engaged in politics. Most of the members are active in the university student organization, but that is a different organization. Our lodging house has never endorsed any candidates. We have a purpose of providing intramural activities, we have housing to work on, a social program and a number of other things that are entirely separate. We feel that if we tie our success in with politics, as soon as we lose in politics, we lose everything that we gained in the Council. I feel that we are going to stay out of politics itself. I think the Deans should give more time and thought to the problems of unaffiliated men, and they should not let either the fraternal connections or their present Greek loyalty hinder them in providing a fuller life for all students. I feel that the explanation of the lack of activity on a great many campuses is nothing more or less than a rationalization on the part of the Deans for the ones who are unaffiliated.

The second thing is that I think it would be a very fine idea for the Dean of Men to try in the future to hold a national meeting with the Independent Student's Association. In the third place, I think that they should give as much if not more administrative help to the problems of non-fraternity men.

I know of one in particular where the Dean has been very active in helping the independent men, and by virtue of that, every one of

the men on the campus swear by him and would stand by him to the last. He has increased his prestige, and he gets along swell. There is no resentment in regard to his helping the independents. The fraternities do not need as much help as the independents. To say that you cannot do for one group what you do not do for the other is not realistic. Your job is to provide a more realistic campus life for all of them.

Finally I would like to introduce the idea that Mr. Schleck mentioned. The fraternities on your own campuses should invite the independents, and get friendly with them instead of working against them. If they do that and the independents or lodging house men as we call them do not cooperate, then they have a legitimate complaint. (Applause).

President Gardner: I am sure the students have given you much to think about. We still have some time for discussion, comments and questions.

Mr. Wesley P. Lloyd (Brigham Young University): Have you been able to devise any key to integrate this large body of unorganized men into your House Council, or is that in the future?

Mr. Wilkie: You might be interested in this chart. It shows the scope of the way we are organized. The orange pins show the fraternities and the way they have remained constant during the last four years. The blue pins show the two dormitories. The rise of the pins show the houses as they have been organized from year to year. The first couple of years there were not very many, but last year we made a concentrated drive and we have 110 lodging houses. To be a lodging house you have to have at least seven men. You do not have to reside in one given house. You can take them from houses nearby and organize together into one house, elect one president and get one bulletin. The trouble is that we have reached, perhaps, the saturation point of organizing students that live in units of seven students or more. We still have about 300 students who can be organized on that basis. We can get those relatively easily. The problem comes with the Madison students who live by ones and twos all around here (pointing to chart) and others living around through here in ones and twos. It was suggested that those be organized on a precinct plan, but that has failed because we could not think of anything we could give those groups to do that would make unity worth while. If we get more houses with seven or more, our Lodging House Council will be unwieldy and it will be necessary to organize the houses on a smaller basis, perhaps having the houses still exist but grouping them together. We have no solution for trying to get the groups of two and three represented, or the unorganized men represented except to band them together in neighborhood groups, have one house, and come over to that house to read the bulletin.

That is our greatest problem that I think has to be answered in the near future.

Dean Heckel: We have been scolded and I suppose we needed it.

But much of our difficulty is due to the very fact that the groups are unorganized. In dealing with unorganized students we have no approach. I think most of us Deans who are accused of favoring fraternities are very much misunderstood. I devote more of my time to slapping the fraternities into line and making them behave than I do toward giving them any privileges. Because they are organized, we can make them toe the mark.

I think that the indifference of the unorganized men themselves is responsible for their failures to accomplish anything. We made a most tremendous effort in Missouri to organize the unorganized men, and as a result of that effort, we seem to have arrived at a very fine solution of the whole problem. For one year we had a decidedly going concern. There were certain leaders who appeared in the unorganized group. Some of those were immediately pledged to fraternities, when they showed signs of leadership. The fraternities wanted leaders. Others that had taken active parts in the independent group tired of their activities, when they realized that about 50 per cent of the independent men did not want an organization. They were perfectly willing to go about their business on the campus and allow the groups to do what they had in mind to do. We were particularly handicapped by not having the Union building.

Consequently, an organization has met in a class room, and their activities are limited to those same rooms. They have had some dances that have been enjoyable affairs. They have made the mistake of inviting speakers from the faculty. In heaven's name, why do they want to listen to any of us after listening to us for a week or a month?

I am certain that no Dean of Men is worthy of his job who has not had very keen concern over providing some of the charm of fraternity life for those who are not in fraternities. If the fraternity does provide for our students something advantageous, then the university ought to be under obligation to bring as full a measure of that advantage to the unorganized student as is possible.

Mr. J. A. Park (Ohio State University): Reference has been made today to Findlay's meeting at Oklahoma. We all know he has studied this question, perhaps more thoroughly than the rest of us. I wonder if he would like to comment on the discussion today and perhaps on the meeting at Oklahoma? (Applause).

Dean J. F. Findlay (University of Oklahoma): If you gentlemen are interested in the proceedings of the confab, we are going to mimeograph the proceedings and have them available for you within two weeks time. If you want one, let me have your name and address and we will send it to you. I will call on Dean Nowotny to tell you about the Convention.

Dean Nowotny: Fred Turner started it off with a keynote address. He hit the high spots and gave the boys something to think about. Joe Bursley was concerned about an attempt to organize this phase on a national basis. Some of the men wanted to be national officers on the

payroll and with a big expense account to travel around from college to college.

The University of Kansas invited us to be their guests next year and we accepted. Every guest at the Oklahoma meeting was given free board and lodging at the expense of the Independent organization. They discussed intramural athletics, and social activities. They demonstrated that sufficiently at the night meetings. The thing that impressed me was that no Dean of Men, as Dean Heckel said, has ever thought of favoring fraternities. I do not happen to be a fraternity man. The thing that worried me was that some impetus was placed on if you organized an independent man, it was to be on the same basis as the fraternities. All campus organizations were to be for one big purpose.

They were keenly interested in cooperative enterprises. The Co-operative Movement is the backbone of our so-called unorganized group. The president of our Inter-cooperative Council is the president of this Independent Organization.

They also had meetings relative to how to finance a thing like this, and the Purdue Plan. Mr. Fisher can tell you more about that. It is an effective plan. Any man who wanted to join, to get the benefits out of it had to pay a small membership fee. I think any organization on any campus that organizes on that basis, can justify its existence. But, if it attempts to subsidize, it will fail.

Dean Findlay: I thought you might be interested in this comment. The Interfraternity Council on our campus, when they heard the Men's Association was planning to bring about 90 or 100 boys to the campus, said they would like to house the whole "shooting match" of them. They wanted to take them all to the fraternity houses. They wanted to have them all at the meals. I thought that was a splendid gesture of real and definite spirit actually at work.

President Gardner: I think we have here a problem which should probably take more space on our programs in the future.

....Announcements....

President Gardner: We are adjourned until nine-thirty.

....The meeting adjourned at four-forty o'clock....

FRIDAY MORNING SESSION

April 29, 1938

The meeting opened at nine-thirty o'clock, President Gardner presiding.

President Gardner: Gentlemen: This morning we are going to devote part of the discussion to a problem which I think interests us all, not only as Deans of Men, but also as educators.

First we are going to have the topic "Special Training for Public Service." Colonel Garey, who is the director of personnel in the state of Wisconsin will address us upon that subject.

Colonel A. E. Garey (Director of Personnel, State of Wisconsin): Gentlemen: I am glad that the chairman took the precaution to avoid expressing the thought that some of you may be entertaining that I am here this morning to substitute for a really good speaker. I am here merely to embrace this opportunity, and I am looking down here at Dr. Fries, who will help me, I am sure, before the hour is up, to explain to you a plan that we have in this state of which we are proud. We think it is different enough to justify our coming before you to explain it.

I am in agreement with the thoughts I believe many of you are entertaining that it is regrettable you do not have the privilege this morning of listening to the Governor. I presume that had he had opportunity, he would have, during the course of his talk, touched upon this subject. When the management here, Dean Goodnight, learned that the Governor could not be present, an opportunity was seen to have explained what we call in this state the in service training apprenticeship plan.

Under the plan the director of personnel is charged with the duty of establishing a perpetual roster of exceptional students from the University of Wisconsin, from non-state supported colleges, and from the permanent state personnel. From this general statement you will see that the plan is not limited to students, although the chances are that persons whose names are placed upon such roster, if not members of student bodies at the time, will be those who have shortly come from the college doors. The title of the position to be filled by persons from this roster is in service training apprentice.

The law provides that persons are to be placed in these positions for a limited period. The language of the statutes makes it clear that these young men and women are not coming into the service on a permanent basis. They are recruited for a specific purpose. The language is clear enough to indicate that they are to remain students in one sense, but at the same time they are to be employees and they are to receive pay while serving the state. The statute is broad enough to permit the director of personnel to find placement for persons whose names appear on the roster to which I have referred in other units

of government, that is units other than the state. We take this to mean that eventually we shall be placing these students in county, city, and other subordinate branches of government.

The intention is clearly expressed in the statutes that these employee-students are to receive training. The plan is to be an apprenticeship, an apprenticeship in the modern sense of the word in which apprenticeship means more than just learning a trade. Clearly, the intention is to better acquaint these people with our government.

In connection with this statute which I am discussing there was created in another portion of the same act a public service scholarship loan fund at the University of Wisconsin. Under this last statute, students of exceptional merit are to be recruited by a deans' committee, and in this case the committee is headed by Dean Fred. Dr. Fries who is here with me this morning and, as I have said, will undoubtedly take part in this discussion is representing Dr. Fred. The public service scholarship loan fund is to be used by the university to make loans to students—men and women, who have been selected by the deans' committee from the various schools and colleges of the university and who, in cooperation with the director of personnel, have been placed in service training apprenticeship positions in the state government and later, probably, in county and local governments.

Naturally, since we have just begun this development, we must this morning explain to you what the law is as we understand it and outline how far we have developed the plan to date. We shall also have to talk a little about hopes and aspirations. In discussing the plan some time ago, the president of the university used the expression that this plan constitutes the beginning of the Wisconsin school of government. To date, we have recruited a very few. We have actually placed but thirteen students from the University of Wisconsin. We have requests from the various departments of the state government for about twenty-five students from the University of Wisconsin, and I believe the deans' committee of the university has, following the plan which I have outlined, selected twenty-five students with outstanding scholastic records so that to date we have prospects of placing at least twenty-five from this university.

Placement, as I am using the expression, refers to in service training positions, and we wish you to clearly understand that it does not mean permanent placement in the state service. It means merely student-employee. All of these students will be entitled to a loan from the public service scholarship loan fund just referred to. Individual loans may be made for as much as four hundred dollars, and as much less that sum as the student needs to help him complete his scholastic training prior to accepting an in service training apprenticeship as of July 1. Students who receive this loan must be seniors doing their last year of work or graduate students in their last year of graduate work with the exception of medical students, in which case they must be completing their internship and be prepared to begin residency as of July 1. The student who accepts this loan agrees that there will be

deducted from his salary month by month, that is, deducted from the \$125 a month which he is to receive from the state, money to pay off the loan within two years. Month by month, as the state check comes to him, there will have been deducted from his pay an amount to take care of the loan with four per cent interest.

In the future, we shall probably commence our recruiting process early in the school year so that students may make use of the loan throughout the year. The use of the plan in that way will permit the student to have a loan on which there will be no interest charge while he is in school. The interest will begin only when his pay begins as of July 1 the following year.

You are probably wondering what would happen should the student fail to make good in his state assignment, that is the apprenticeship. In the first place, we do not think it is likely to happen; at least it is not likely to happen frequently with the type of student that is being selected. Of course, the student may not like the work, or if during the last school year the student changes his mind the loan arrangements can be cancelled immediately upon payment of the sum received. If the student does not have the money to pay the loan, the university can supply him, if it sees fit, with a fellowship and regard the loan as an advance upon the fellowship. It could even make him an instructor if his qualifications were satisfactory.

Another question you are probably asking is: What are we going to do with the students when we get them at the other end of State Street? We have big plans. Maybe they are a little bit immature. I do not think so. Public personnel people have been discussing for some time in service training programs. Incidentally, our plans have not gone far beyond the discussion stage. We visualize this program as an opportunity to develop those plans. Fortunately, probably, we are faced with the necessity of developing training programs. We are under obligations to do it for this group. These young men and women are coming into the service as of July 1, and they will be assigned to the various departments which have agreed to participate. They will be paid from the funds of those various departments, but they will be programmed in a joint arrangement between departments and the director of personnel and with university cooperation.

The statutes specifically place the obligation for the operation of the program upon the director of personnel, but naturally the university is jointly interested. The plans to date are that Dr. Fries will give two-thirds of his time after July 1 to do this work. That means that two-thirds of his time will be given to work at the other end of State Street. Will he actually be a part of the staff of the bureau of personnel to help program these young people? Yes. Will he actually give them instruction? Probably no. We are developing what we conceive to be a school of government, and we visualize a plan whereby Dr. Fries will help me recruit a faculty from the other end of State Street.

We have in this state, as you probably know, people who have been recruited through a civil service system . They are not two or four year employees. They do not come into the service with a political party, and they do not go from the service with a political party. They have been recruited over the years; they are permanent career employees. Probably I am boasting a bit, for which you will pardon me. I am a little proud of our service. We have men and women at the other end of State Street who have degrees from this and other universities and colleges throughout the country. They are specialists in their respective fields. They are government specialists, and it is they who are to constitute the faculty that will, probably three times a week, meet these young men and women for at least one hour, not in the evening but during working hours. Maybe these class meetings will take the form of lectures; probably they will take the form of a seminar. Without doubt, at times the students will report upon the work they have individually been doing. There will not be one instructor for all of the meetings. Instructors will be taken from the various departments. We believe, in this manner, we have visualized for these people not only practical training in government, but to some extent academic training

Let us say that we select an engineer from the university. Will the engineer serve all of the time in one department? No. We will work out for him a program whereby he will be taken from the department to which he was originally assigned and put on a project that may be of interest to his original department and which he can continue in or through another or other departments. His work will be very much that of an employee and, at the same time, a student. At least three times a week he will be assembled in a class in which he will be not under the guidance of persons from the department to which he was originally assigned or in which he is working, but under the guidance of experts from other departments, the number to be limited only by the limits of time.

Are we planning to allow university credit to these students? I hope that may be possible, but again that is part of the plan as we visualize it. That part has not been developed. Personally, I think it would be a fine incentive to the group if they could realize that while they are working they are, at the same time, receiving some credit toward advanced degrees in government.

At the end of the first or second year, in case arrangements are made to continue individual students, before they can be inducted into the service, it will be necessary to submit to the usual procedure of examination and appointment. From that point on, that is from the end of the in service training program, the usual civil service procedures will prevail.

What are the objectives? I hardly need take any more time to tell you. We think we have an ideal plan from which will be developed trained people for the state government, the federal government, coun-

ty governments, other local units of government, for business, industry, professions, and what not. We think we have the beginning of a plan to give a special or peculiar, but a highly desirable and advantageous, training from every point of view. We believe that the people of Wisconsin who are paying the bills will, from this plan, help again to push forward the ambitious plans that the leaders of this state entertain, that is to continue to make Wisconsin the outstanding government and the leader in governmental thought among the states of the union.

I have taken enough of your time. I believe that Dr. Fries should get into the picture right here, and I hope he will.

President Gardner: Gentlemen: We are particularly fortunate in being able to intrude upon the time of the assistant dean of the graduate school. I am going to ask Dr. Fries if he will come forward and contribute something.

Dr. Horace Fries (Assistant dean of the graduate school, University of Wisconsin): I am not at all familiar with the problem which arose in connection with this plan, this aim of the graduates to improve the state service. But I have bumped into several problems which arise in connection with the problem of selecting students who seem to be promising candidates for these apprenticeships.

From what little investigating I have done, I find that the political systems themselves seem to have different theories as to what the best way of training is, and certainly the various department heads have different theories as to the best training for public service. I think there is one problem which the universities and colleges will be forced to face if we are going to hold on to what democracy we have in this country and perhaps enrich it a little. As far as I can observe, men who study this problem, regardless of their political leanings, regardless of whether they lean toward the left or right, see as an inevitable outcome of economic conditions, that government is taking on more and more functions and they are becoming more and more complex. Obviously, if any government is going to handle those problems successfully, you must have personnel adequate to it.

Now, there are two sub-aims to improving government service. One is to work directly in the personnel service. But, it is very important to remember that the level of the public service can be higher than the level of public opinion in regard to that subject. But, there is a physical limit above which the public service cannot rise. Where you have a public opinion which looks at the public service as a political grab-bag or as a place for men to work who cannot make a living otherwise, where that is the attitude you cannot possibly have as high a level of service as where the public attitude is one more intelligent on that matter. Because of that fact, these two sub-aims emerge from the in service training program. First, shall we educate these people with the idea that they will not remain in the public service, but go out into business or into industry and be more like citizens, and in that way raise the level of public service by elevating the level of public opinion; or shall they work directly in the

public service?

As far as the first aim, the problems of training are not quite so serious, because the persons who are selected are not going to be permanently in the service in any case. They are there primarily for education. It is a question of which is going to be primary, the educational aspect, or for going into the civil service. That is a very complex, concrete problem because you cannot just put anybody you want into the civil service. It depends on how public opinion feels, how much liberty they will give the personnel to pick and choose. Consequently the problem of training is only connected with the second sub-aim, which would hold in case we plan to encourage these men to stay in the public service permanently.

I suppose the most basic problem that arises there is this: For example, take an engineer. Ought he to be primarily interested in engineering, should he be primarily an expert engineer, or ought he also to be a person who is good in politics, economics, or social conditions?

It is interesting to me, and I think you observed this too, when we find the very best engineers in the university, they are not trained in economics, they have probably even less political sense, and probably know nothing about sociology. In other words, the engineering college has been concentrating on producing first class engineers and they want to use as much of the student's time as they possibly can to produce the high class engineer, because if they do, they can compete better with other engineering colleges, and so forth. This new problem of getting experts into government service may require that we remember the question of specialization, and all of you know of course that the same question is coming up in connection with other problems besides government service.

Just how far ought the undergraduates and even the graduate students, in their first year at least, to specialize at the expense of studying the relations which his own special problem or interest holds to the general social and cultural scene? In other words, should I be a pure bacteriologist or scientist, who is somewhat aware of the relations which research and bacteriology bear through industry in regard to the problems of government and the general science scene?

Another problem which I do not think is quite as important is this one: Should the students be selected early enough to take special training? The only difference there is a practical one. If you pick them early and label them, they may feel that they have won their spurs already, and not compete as they would if they are picked later on in the career. Where should we draw the line? There is no doubt that it would be nice if a good many of these students could take half a dozen special courses. It would help them in the first year of public service. But if you pick them soon enough to give them a chance to do that, you may be building up a career system which would select the students and give them a permanent berth for the job in this

first year or two. I think that is recognized as a fairly serious problem in the English service, in spite of the fact that we recognize some of the very valuable features in English civil service.

Another problem which I bumped into is educating the faculty. I have been surprised to discover that some of the men who were not interested at first if not downright accusative that it was some kind of a political game, have come around and cooperated after seeing the kind of men whom we can pick for these jobs—the kind of men who are interested. I find, for example, I will not mention any department or college, that within one special college or school the students are more interested in the general problem than some of the faculty members. But, I have been surprised to see how much interest has been taken by hard-boiled department heads and professors who take their specialty very seriously and who are first rate men in that special course. They are beginning to see almost immediately that if our government is to succeed, the problem of training for government service has to be taken into a very critical account.

President Gardner: Thank you, Dr. Fries. I am sure this was a very interesting subject to all of us, and that you have many questions. I have one I would like to ask. Might not such a program lead to what could be termed indoctrination from the pedagogical standpoint?

Colonel Garey: Mr. Chairman: If I correctly understand the question, I think the answer is no, although I may not fully comprehend what the chairman has in mind. These people that go into this Wisconsin school of government will, on the one hand, not regard themselves as an integral part of the state employee personnel. They will realize that their tenure is more like that of a student than of a regular employee, but we do not plan by continuing the academic contacts to which I have referred to make these people regard themselves as highbrows even though we do keep them in touch with the academic side of life. To many of us, when we left school, the break was a little difficult. The change was rather abrupt. These people will be inducted into the state service, but the change will not constitute a complete break. They will not lose touch with their academic life. It is a plan whereby they will be permitted to “feel their way” into government, to become acquainted with government in a very practical manner, to do their work-a-day jobs in government shoulder to shoulder with government employees. I venture a guess that these in-service training apprentices will be invited into the councils and become a part of the organizations of employee groups. They will, therefore, on the one hand, be taking part in employee groups; on the other hand, they will be taking part and maintaining their university contacts.

President Gardner: Are there any questions?

Dean Nowotny: Have you considered any part-time jobs for a boy in pre-medical school and help him in that way?

Colonel Garey: The answer is that we do have those part-time jobs. We have had them for years, but it is a different plan from

the one we are talking about. The people under the plan that we are discussing will be giving full time, and they will be getting pay for it. They are to be given a salary comparable to that received by a man or woman recruited through examinations. We have part-time jobs for students. We call them fellowships in our state service. These positions we fill through examinations based largely upon the records made in the school or college from which the student comes. We follow this plan, for instance, for accountants, lawyers, medics, and others. Fellows recruited in the manner I have just outlined receive \$75 per month. They are regarded as part-time employees.

President Gardner: I would like to put in a word or two. I think that most of us who know something about that plan for training, are heartily enthusiastic about it. I would like to see it go a little farther. We know how the European nations thoroughly train their diplomatic representatives from childhood on. This training for state service, it seems to me, should begin early, before the senior or first graduate year.

Dean S. H. Goodnight (University of Wisconsin): I see no reason why a sequence of courses for different types of training should not be arranged and offered, and why students of high school caliber should not be encouraged to go into those courses early in their college careers. I could give Dr. Fries if he wanted to see them, the names of 125 freshmen, $7\frac{1}{2}$ per cent of the freshmen class this year, who finished the first semester with a grade of 2.5 out of a possible three. There is a lot of ability available early. I know of no reason why those chaps and the young women equally, who are also selected carefully on the basis of their high work in the freshman year, should not be given a chance to fit themselves, if they so like for this kind of work.

President Gardner: Are there any other questions?

Mr. Miller: I see very readily how they are improving the intake in the state university; but I wonder what is being done to keep that intake after it is once in, trained for changes in the functions which they have to form, and to keep them abreast of the times?

Colonel Garey: That is a very good question. I could plead a confession and avoidance. In fact, when I began my remarks, I particularly alluded to what I termed professional boasting of people in my field. We talk about what we are going to do and we discuss training programs for our permanent services, but we have been discussing these training programs for years without accomplishing very much.

It is a fair question to ask: What are we doing for our permanent employees? Are they being trained for changes in the functions which they have to perform, and are they being kept abreast of the times? In other words, what am I doing to meet this big responsibility in personnel administration with the personnel recruited as I have described, a personnel that is untouched by political changes? The employees understand that they will be untouched in their respective positions. Department heads may come, but employee personnel changes

very little. We are doing some things to stimulate interest, to broaden the perspective of the employees who, in turn, realize if they do a reasonably good job they will be continued in the position or in a state position until they grow old, but we have not satisfactorily met the challenge. We have not developed training groups to stimulate interest and to help prepare these employees for changes in functions which they are to perform.

I am optimistic now in believing that in this in service training program we shall lead the way. If we properly meet the challenge in this new field, we will be prepared in a short time, and I predict within three months with Dr. Fries' assistance, to develop training programs for other employees. I have not fully answered your questions, but I have discussed the thought provoked by your question which has bothered me for a very long time.

Dr. Fries: I think part of the alibi is very important. You do not get quite as much immediate service out of these apprentices or out of your state employees who are taking time off of the immediate job for studying that you do if you do not take time off. I suppose all state and federal governments are always pressed for money enough to pay their personnel which they need to do the immediate job. It is very difficult for a department head to resolve to do his immediate job with less efficiency. It is very difficult to get him to let up pressure on his employees to take time out to study for a long range program which may profit some other department just as much or perhaps more than his own.

If all departments were doing that together they would all profit together by getting a higher class of personnel, but that would mean increase in taxes to meet in proportion the amount of time taken out for systematic training. Most of that has to depend upon outside interests. It has to be done after hours, and certainly a good many of the experts in the state government, and the department heads have as little spare time as deans and university and college administrators.

President Gardner: I am afraid our time is about up. Mr. Garey and Dr. Fries, we are indebted to you both.

....Recess....

President Gardner: I do not think there is any question about the interest of the Deans of Men in the next speaker and the next topic. He has become a permanent fixture on our program and we all await his talking with us with a great deal of interest.

I think I need say nothing further about him. His topic will be "Government and Youth." Our old friend, Dick Brown. (Applause).

Mr. R. R. Brown (Deputy Executive Director, National Youth Administration): Mr. Chairman, Fellow Educators: I do not know how I happened to get on the Dean's list. In college I was always scared as the devil of them. But I seem to be there for good or bad. I do not know whether it is the honor roll, or the mud list. (Laughter).

First of all, I want to bring you the greetings of my Chief who met with you in your Philadelphia meeting. As I hurried out of his office yesterday morning to get to the airport, after having spent all too few minutes with him, he said, "Listen Dick, tell those boys out there that we are for them. We think they are doing a darn good job and we want their continued cooperation." So, I bring you his greetings as well as his admonitions.

I feel quite at home meeting with Deans. Early in my college career I aspired to be a Dean, but not of Men. I wanted to be a Dean of Women. (Laughter). My wife had something to say along that score. But, as far as I got, was to be a Dean of boys in a large high school, for about ten years.

Last year, at your Texas meeting, I was indeed happy to talk with you and discuss at that time a topic, "Federal Aid As a Means of Help In Education." Since that time we have seen some world affairs transpire which probably would not make a repetition of that subject out of order. I gave Dean Gardner my title for the remarks that I wanted to make, "Government and Youth."

First of all, I want to tell you that we are intensely interested in this whole program of college aid and student aid. We are interested in it, of course, from the relief angle, from the angle of extending real work opportunities to young people who come from impoverished or somewhat indigent families. We are interested in what they do with the money, and how they spend it while there. More than that, we are interested in seeing the development and a very worthwhile outcome of this particular work in the colleges and in the schools.

We have been having a division of about 200 men and women working night and day now, for the past three weeks on a 24 hour shift hoping to be able to give to you for the first time, and to release to the press for general dissemination our results of what we found in some hundred and forty thousand student applications that have been sent to you and transmitted to us. It was only yesterday morning that I got some of the final tabulations, as a matter of fact, one of them came in last night by wire. My job, coming in by plane yesterday, as we bucked and tossed above the clouds, was to try to assemble this data, to make a very interesting summary. In the event that it seems a little vague in places and possibly not related in the way it should be, you can chalk it up to the American Airlines and Mother Nature for having certain kinds of weather yesterday.

I know you are interested in the program. I know that the youth is interested in the program of college and student aid. As much as I would like to tell you about the trends that are developing in the School Youth Program, I want to confine myself pretty much to the discussion of the thing which is on our doorstep and for which we have practically 100 per cent responsibility—the success or failure of college aid in American institutions.

Last year my topic was, "Federal Aid as Means Toward Democracy

in Education", and some of you may recall that I dealt but incidentally with the National Youth Administration's student aid program, construing the term education in its broadest sense so that it included the type of instruction out of school youth would obtain on NYA work projects.

This morning, however, though my subject has been announced as "Government And Youth", I wish to confine my address entirely to a discussion of student aid. One reason for this is that during the past year—which was the fourth of a federal student aid program—several important studies were made which cast considerable light upon the need and value of such a program. I am, therefore, going to outline to you certain of the findings, and to discuss briefly their implications, and hope that a valuable and stimulating discussion may be provoked, for I hope none of you has ever had the impression that we believe the college aid program is perfect and beyond criticism.

Before utilizing the hurriedly prepared notes which I shall leave with your stenographer, I should like to quote from an address which I made two years ago almost to the day before the annual meeting of the National Association of College Registrars at Detroit, Michigan, on April 16, 1936. I quote now from this address to indicate some of the trends in our own philosophy with regard to certain portions of our college aid program two years ago as compared with the present situation. I had been discussing the whole question of the need of part-time jobs to allow students to continue in college and made the following observations.

From 1932 to 1934 college registrations fell off by ten per cent. And it was this alarming situation which led in February, 1934, to the inauguration by the federal government of a college aid program. The problem of earning one's way through college had become acute.

It was then that doubts, particularly as to the value of working for an education, and its effect on the student, began to crop up. Were potentially good students, it was asked, being handicapped if not wholly lost sight of, because of the amount of outside work they were compelled to do? How many students were really capable of obtaining any great benefits from a college education? Was it, after all, worth the sacrifice and the efforts that were being made to help a large number of students who were attempting to be self-supporting? And what effect was the increasing numbers of self-supporting students having, not only on the academic but on the extra curricular life of the college? Indeed, in 1932 a group of personnel officers from certain Eastern colleges were stirred to discover the answers to these and similar questions.

The conclusions of this group are startling and interesting, since they represent probably the first systematic attempt to analyze a tradition which for too long a time had been accepted at its face value. It was their opinion that:

First, the health hazards involved in combining a full collegiate

program with sufficient outside employment to provide full support are most serious.

Second, constant worry over financial matters and excessive time devoted to self-support produced a demoralizing effect on the student's scholastic achievement, general adjustment and social contacts.

Third, the more numerous the self-supporting students, the thinner the available means of assistance must be spread.

Fourth, an excessive number of self-supporting students renders the competition for jobs so keen that employers are able to take advantage of students.

Fifth, a disproportionately large number of self-supporting students being in a sense part-time students, tends to turn the college into a part-time institution.

Sixth, a too-large proposition of self-supporting students jeopardizes the extra curricular and social life of the institution.

The full truth of some of these conclusions, I am somewhat inclined to question. Though it is doubtless true, on the whole, that the health hazards of over-work are most serious and that constant worry on financial matters can be demoralizing, this does not prove the assertion of President Conant of Harvard University that working one's way through college is more destructive than productive.

It simply gives added testimony to the wisdom of that old, old adage that "Nothing should be carried to excess." Perhaps in some cases it is unavoidable that, in order to earn enough money and to keep up in their courses, students must do an excessive amount of work; nevertheless it seems to me that Dean McKnight of Columbia College is correct in his statement that "The harm lies not so much in part-time work in itself, as in the amount permitted, and the unsystematic fashion in which the various forms of student aid, including employment, are assigned."

Students who might do part-time work without undue strain are sometimes given scholarships. Others who are temporarily embarrassed by financial affairs find themselves forced to over-work when they might have been aided by a loan. These are, in other words, matters which require little more than better planning, and more individual treatment to be remedied. Where it is within the power of the college, as in the case of federal student aid, a further solution, it is suggested, lies in the shortening of the hours of work and in the raising of rates of pay so that, though earning the same amount of money during the school year, students will have to work a fewer number of hours.

Another solution offered with which, however, I am in little sympathy, is the elimination of those young men and women whose capabilities and interests do not qualify them for a college education. If this were done it would no longer be necessary to spread so thin the available means of assistance over a large number of students. It would mean, too, a lessening in the competition for jobs and a consequent lessening of the employer's power over the student.

The problem here, of course, is to find a wise and fair standard which can be applied in making the selection of those who should, and of those who should not, be encouraged to remain in college. And insofar as a solution lies along this line, it puts a great responsibility upon those who administer student aid activities. But before anything of this sort is done, it seems to me that a study should be made of the alternatives in other fields that can be offered to those young people whose applications for assistance are turned down. Little justification could be found for a policy which, to make it easier for potentially good students, forced into the ranks of the unemployed young people who, though not particularly benefiting from a college education, were nevertheless getting by in their studies.

I am much more concerned over the objection that the number of students doing part-time work is making of the college a part-time institution. Looking at this tendency purely from the scholastic point of view, it is a great pity that self-supporting students are not able to give as much time as they wish, to their courses. It is not merely that worry and the amount of time spent on outside work may have a demoralizing affect on their scholastic achievements; it is much more fundamental than that.

The essence of the real scholar, in my opinion, is that he doesn't do only what he is told, but a great deal else besides. He doesn't simply stick to the path pointed out to him, but wanders off out of curiosity and explores the territory on either side, discovering for himself many new and fascinating things. He is both thorough and of an inquiring mind. Given plenty of time, he will do a distinguished piece of work. Yet too often the student who is working his way through college is compelled to remain content with just getting by in each of his studies. He has no time to do the bits of exploration that make the difference between adequate and really good scholastic work.

We believe with all of you here who are out on the firing line of this program, that there is still room for improvement; and this June, as in certain other years, we are calling together a conference of educators in Washington to discuss what changes should be made to facilitate the administration of the 1938-39 student aid program. I believe that many of you here today have ideas and suggestions as to these changes, and I hope that I shall have the chance to learn of them before your meeting is over.

In the NYA's college aid program in its present form it is built upon two major foundation stones: First, that there are many young people of college calibre in families of low incomes who need outside assistance to continue their education; and second, that working for the governmental funds necessary to keep them in college is better than loans or outright grants of funds.

What evidence is there that these stones are made of solid rock rather than sand, and thus will not be swept away except in a tidal wave of false economy?

The more deeply the question of need of financial assistance for students is proved, the more obvious it is that we have still a long distance to go before the goal of equal educational opportunities in America is achieved. It has been clear for many years that college students need scholarships and jobs to meet their educational expenses. But what about the young people in our vaunted public school system, that great reservoir from which many of our college students are drawn?

It is all very well to feel proud of the enactment of school leaving age laws and child labor laws, but what price do our low income families have to pay for these laws? A family of 5 or 6 or 7 that has a total annual income of but \$500.00 needs all the wage earners possible to boost this meager income to a decent subsistence basis.

School children cannot perform good work on empty stomachs, on a diet that includes few rich vitamins, or with a vision that needs to be corrected with comparatively expensive glasses. School children cannot leave home in cold or inclement weather unless they have shoes without holes, and moderately warm clothing.

If you are going to give young people of college calibre an opportunity for a higher education, we must do something for them before they get to college. Even before the worst affects of the depression were felt, a subcommittee of President Hoover's White House Conference on Child Health and Protection studied this question and reported that "though the public schools are free, all children are not free to enjoy them," and went on to point out that scholarships for children were therefore needed.

"Scholarships for school children," this subcommittee stated, "are an attempt to assure the children that equality of opportunity for which our public schools stand," and recommend that "provisions should be made in every community for giving scholarships to children who through necessity would have to leave school for work as soon as the Child Labor Law permits."

Recent NYA studies show how great is the need for some such assistance. During the present academic year, as many of you know, the NYA required such applicant for aid to fill out a form showing, among other things, their financial status. A tabulation of the information contained in these application forms has just been made, and what they show I am frank to admit, has startled even those of us who had some idea of the needs of our poorer families.

In some instances only a 10 per cent sampling of the results is now available, but in others the returns are complete. One of the complete returns deals with the grade of the students participating in the school aid program, and reveals several significant facts bearing upon the student's need for assistance, particularly in the South.

Bearing in mind the fact that all school students must be 16 years and older, there were 3,370 out of 227,007 students who were in classes below the 8th grade. Of these 3,370 nearly 2,600—or 77 per cent—came from the South. Similarly, about 4,000 out of the 6,339 students—or

63 per cent—who were in the 8th grade attended Southern schools. When, on the other hand, we compare the number of Southern students now in their senior year at high school, the proportion is but 12 per cent out of a total of 75,524 students throughout the country. Thus it is strikingly shown how students from needy families have had to drop out of school before the 8th grade, and how when given some slight financial assistance (the NYA school wage averages about \$4.40 a month) they eagerly return to school so as to continue their education where they left off, even though they are 16 years old and over.

Thus is strikingly shown, too, how the NYA is helping to right the balance of educational opportunities. The pity of it is that undoubtedly some of these Southern students who have returned to continue their education at the 8th grade or below, are of college calibre, and by the time they can enter college they will be at least 21 years old.

The family income of these school students is even more revealing. Nearly 30 per cent come from families with an income of less than \$400.00 a year. Approximately 48 per cent come from families with an income of less than \$600.00 a year, and 70.7 per cent come from families with an income of less than \$900.00 a year. Though few people might be willing to believe it at first glance, that small sum of \$4.40 which school students earn, obviously makes a tremendous difference to young persons from these low income families.

A further factor emphasizing the importance of this sum of money is the size of the family. When there are 6 or 8 or 10 to be supported on an income of less than \$900.00 a year, an additional \$40.00 a year means better food and clothing and can pay for car fares, noon lunches and school supplies whenever necessary. It is startling, therefore, to learn that somewhat more than 50 per cent of the school students were from families of 6 or more in number. Of these students' families, nearly 70 per cent have less than a \$900.00 a year income, and over 30 per cent of the families with such a low income consist of 8 or more members!

So much, then, for the school students who constitute the reservoir from which our college students are drawn. Turning next to the college students, we see how large a number of those young people who come from low income families are automatically eliminated by reason of financial handicaps. Only 27.7 per cent of the families of NYA college students have less than \$900.00 a year in income, as compared with the 70.7 per cent of the school students.

In view of the greater expense of a college education, it is a wonder to me that such a large proportion of students from such low income families can even attempt to have a college education. It is, however, in some measure accounted for by the fact that NYA college students do not come from such large families. Not only do but 34 per cent as compared with more than 50 per cent come from families of 6 and over, but fewer than 6 per cent of those coming from such large families have less than a \$900.00 a year income, as compared

with nearly 70 per cent of the school students' families.

Potential college students are being denied an education within their attainments because their families are so large. Instead they must go out and work to keep their little brothers and sisters from starving. I am wondering how many potential American leaders have been lost because of such a situation. And how tragic for those young people of marked ability!

Additional figures from these approved student application form tabulations give further evidence of the need of such financial assistance as the NYA provides. Over 53 per cent of the NYA college students come from families with less than \$1,250.00 a year; 69.7 per cent from families with less than \$1,750.00 a year; and 84.6 per cent from families of less than \$2,500.00 a year. These figures jibe almost exactly with those on the incomes of all families in the United States mentioned by President Conant of Harvard in his article in May's HARPER'S, "The Future Of Our Higher Education". He placed the number of families with incomes of less than \$2,000.00 at 80 per cent; and the conclusion might be drawn that the NYA is aiding students in a very fair proportion to the total population.

However that may be, the NYA, because of its limited funds, is not reaching more than a small percentage of those who might benefit from a college education, but are denied this privilege for financial reasons. Mr. Conant conservatively estimates that "of the 89 per cent who do not go to college, at least 5 per cent of high ability have failed to proceed for economic reasons". This means there are some 500,000 young people who, he believes, should be given some form of financial assistance.

How are these to be aided? With private funds? I doubt very much whether it would be possible to raise privately a large enough sum. Placing the average scholarship at the low figure of \$200.00 a year, this would mean raising annually a total sum of one million dollars—or a lump sum of at least two billion dollars, the income of which could be used for scholarships.

The conclusion seems to be obvious that if Mr. Conant is correct in his estimates, the funds for enabling some 500,000 more students to attend college must come chiefly from the federal government.

In discussing Mr. Conant's article, however, I do not mean to be understood as arguing for a greatly expanded NYA college aid program. My main point is that this is proof of the present need for federal aid—a need that is so great that the president of one of the country's leading universities believes that it warrants the spending of a sum almost ten times larger than our this year's college aid appropriations.

But before leaving this question of the college student's need for financial assistance, let me review briefly the result of two reports released during the past year by universities participating in our program. As you are probably aware, the first reaction of many of those who are studying our program for the first time is that \$15.00 a week can-

not possibly be enough to make all the difference between a student staying in or dropping out of college. And yet, although we have known in a general way that this was true, we have never been able to give definite information to support our contention.

Naturally, in but a comparatively few instances does an NYA wage cover a college student's entire expenses. Supplemental aid in the form of scholarships, summer earnings and family funds is the rule. It is nevertheless impressive how far such a small wage does go, and how invariably it enables a person to stay in college.

At the University of Minnesota a study was made of 3,061 students who were granted NYA aid during the year 1935-36. This revealed that the median estimated annual expenses of education was \$284.00, which means that the maximum of \$145.00 that NYA students can earn could cover more than one-half of their expenses, and interestingly enough the median income for families of students in this group was \$980.00.

Then Mr. H. W. Cowley issued "A Study of NYA Projects At the Ohio State University", in which he tabulated the returns of an anonymous questionnaire sent to 1,252 NYA students. One of the questions asked was whether they could return to the university during the next quarter if NYA assistance was not available; more than 69 per cent of the students responded in the negative, while 31 per cent were frankly doubtful if they could return.

I do not know whether you have seen this study or not, but I hope you all have. We are right proud of that study. It gives a very comprehensive picture and in the event you desire it, simply write your own State Director and ask for the "Ohio State University Study." We will try to supply it. I might say in regard to this that we had to give Ohio State a shot in the arm to get that done, just as we have given a few shots in the arm elsewhere.

I might say that if some of you have a peculiar phase of our program which you feel would be of national interest such as this analysis, send it in and we will give it careful consideration. We will not guarantee acceptance, but if you have a phase of this program you want to study, we will help you on it.

But now let us return to a discussion of the other major foundation stones of the NYA student aid program—that working for the governmental funds necessary to keep students in college is better than loans or outright grants of funds. Two main objections have been raised to this form of assistance:

First, that the work may be of so-called "boondoggling" character;

Second, that work as such interferes with the pursuit of studies, and an enjoyment of the extra curricular activities of a normal college student's life.

Mr. Cowley's study again throws considerable light upon this problem. Taking full cognizance of the above objections, Mr. Cowley asked the NYA students the following question: "A year or so ago someone

invented the word 'boondoggling' to mean worthless work on which government funds are being spent. Is your NYA work in any sense 'boondoggling'?" Nearly 94 per cent of the students answered this question definitely in the negative, while 4.5 per cent were doubtful.

The questionnaire also asked whether or not NYA projects were educationally valuable to the student assigned to them, to which 88.9 per cent answered that the work WAS educationally valuable, while 5.2 per cent were doubtful. Over 42 per cent believed that their NYA project activities helped their academic work; nearly 63 per cent considered that their NYA work was in some way related to their courses; and some 61 per cent believed that their NYA work is as valuable as taking a university course.

Among other values derived from NYA projects which the students voluntarily mentioned, were:

Value in the development of commercial skills;

Improved ability in social relations with faculty members and other students;

A wider range of knowledge;

And perhaps most important of all, they received the discipline which comes from work—important because, as Mr. Cowley points out, "One of the severest criticisms made of colleges is that they graduate students who are trained theoretically but not practically."

NYA student aid projects have always had this great advantage—that the work performed has been of great benefit, both to the colleges and to the local communities. Mr. Cowley makes this statement concerning the value of NYA work to the university: "Since the income of the university has been reduced almost a million and a half dollars a year, the remaining funds of the university have been necessary to maintain instruction and public services of the institution. The NYA program, therefore, has made a huge contribution not only to student employment but also to the carrying forward of the university program In this connection an attempt was made to discover just what would happen to the university program if NYA students were withdrawn. To secure this data the three interviewers asked each project supervisor to express an opinion concerning the future of this project, in the event that NYA students would not be available. Eighty-three supervisors asserted that the work would continue regardless of NYA or new university funds; 265 reported that the project would continue but it would be greatly delayed and hampered, and such continuance would be entirely dependent upon other funds from the university; 43 observed that a continuance would be doubtful with NYA help; 139 responded that the project would have to be discontinued."

I am willing to grant you that slipshod selection and supervision of college aid projects would so lessen their value that scholarships or loans might be infinitely preferable. But slipshod administration of NYA projects is, I believe, the exception rather than the rule. In any case, the success of NYA "workships" stands or falls largely upon the

quality of the work of you who are responsible for the direct administration of this program. It is tremendously important that you do not only select the most useful and valuable projects, but also see to it that they are intelligently and conscientiously supervised.

Your colleges in America today will no doubt this June graduate 150,000 young people with bachelor's degrees or the equivalent. In 1936 you graduated 137,000. Where are they going? What have you done for them in this whole picture? And you people are going to ask for more money, and we are going to listen to you. You are going to ask for your percentages to be raised. We are proud of the work you have done and we recognize the good that is really achieved, but our problem is to look at the whole youth structure.

We are prouder, I think, of our out of school work program, with its related training, with our desire to reach a youth who may not have an eighth grade education, or cannot read or write; a boy or girl who is not potential educational timber, for whom we, as educators, have failed. We are prouder of our attempt to rehabilitate those young people. We are prouder of our record of making placements than your record of making placements, because this fall we were averaging a 17 per cent turnover into private industry a month. It has gone down now, but even in this recession, we are putting over about 10 per cent of our projects into private industry.

That brings us to this question: Has the Federal Government any right to continue to pour money into the pockets of young people who go more or less indiscriminately to colleges, and take, more or less, the courses that are offered, indiscriminately? I grant you it is the best we have, and there are many features of our higher education that are most commendable, and I am not one who stands here and says, "scrap it." But I am standing here and saying this: That until higher education and public education climbs onto this bandwagon of introducing something extremely practical, until you have as one of your goals in your own institution something more than just giving people courses that date back to the early yesterday of academic culture, I am a little bit concerned about a Federal Government putting relief money in to allow young people to be poured into the same hopper and come out with the Youth Administration, the CCC, private industry, and all the other public and general systems attempting to bridge the gap after they get their sheepskins and get into a job.

The time is here, when every educator, every Dean particularly, ought to be finding out from the young people, why they are in school, and why that school exists. I am not so sure that young people are analyzing their reasons for being in school. I have received about 37,000 answers to that question now, from young men and women over the nation, and when I get about fifty or sixty thousand, I am going to compile it and release it.

I do not know yet what the per cent of college aid is going to be. We shall call again to Washington, as we have done in times past,

groups of eminent educators and consultants, and give them the whole picture of what we are faced with. Whether or not we pour more money into this or whether we put it into the place where some of us feel a little more good is being extended, we have not made up minds to, yet. I will say that at the last Senate Appropriations Hearing, the College Aid Program came in for a very terrific criticism. It was based upon the fact that down in a certain state where there was evidence that Dr. So-and-so's boys who did not need it was over here getting the aid, and here were plenty of kids not getting it. It came to us because they said, "Here you have institutions that charge \$1200.00 tuition a year and five of them are getting the aid." It came to us because the Senators looked into the matter and said, "Why should the Federal Government be continuing to subsidize a lot of freshwater institutions that would be better off closed and removed?" All of this is rather pertinent.

I wish that somehow we might work out a formula, where we would say that institutions with certain costs would get so much. We thought of that last year but it did not work out. We worked on it but some of these institutions where the tuition is high are very articulate. We have been asked to do that, but so far we have refrained because, what it amounts to is, first, the NYA would become the accrediting agency. We do not want to get into that business any more than you do. Since there are some institutions that have some minor requirements and are not a part of the accrediting agencies, it is felt that these people are right in saying that they do not represent those who should decide what are the standards of education.

Nor does the Federal Government want to get into the position of categorically arranging institutions according to student costs, and saying to institutions over here, "Well, you get 5 per cent because you are over the schedule;" and we say to institution B, who is just \$6.00 different from institution A, "Now, you get 7 per cent." But, if somehow, someone were skillful enough to work out a formula of breaking down the student aid so it would go to the best institutions, those for whom there were really many opportunities to show placements of graduates, I think it would be a good thing.

The Student Aid and College Aid Programs continue to receive criticism from those who okayed the bills. That means, it seems to me, that the responsibility is upon you people again, upon your organization to exercise every control possible to make certain that the neediest students get the college aid.

Every educational organization and every institution will have to guard itself if there is to be a continuance of Federal aid on a justifiable selection of needy young people who are capable of doing good work. They are going to have to see that they are assigned to improved work projects. They are going to have to see that supervision is adequate. They are going to have to see that they are not out dusting off tables or standing and counting the pigeons. They are going to

have to make sure that the president of the college does not use one of them as his driver and another one taking care of the lawn, and a couple of others working in his own house. That has happened. Not often, but too often. They are going to have to see that the institution does not take advantage of the assistance of these young people and transfer them, normal functions that they ought to be fighting for with the Board of Trustees or with the State Legislature. The only way that we are going to have real preservation of this and the continuance of it to any marked degree, is that every one of you in every college and university in America, join hands with every youth serving agency of any kind in attempting to outline new jobs for youth, until you as educators and we as administrators come to the point of facing realities and get away from this refuge from reality that so constitutes the average educator, face problems as they are, and realize that with the youth population growing by leaps and bounds and estimated to continue doing so until 1940, with every day seeing new changes, new technological developments, with our national income going down, yet our production above what it was in 1928, you can see that the types of vocations and jobs that were there in your youth and in mine, and those of the older people, do not exist. So, we have to do our thinking in new pioneering fields. How many institutions are doing anything about it? How many are looking in to see what there is in the way of new jobs for youths?

I am convinced that over this country of ours there are opportunities to put every boy who wants to work, to work; although the jobs will not be found where they existed before.

There is work to be done, but it is not all at federal expense. Those jobs in those new careers are not to be confined to urban areas. We have to find some way of supplementing a farm income to farm and rural youths. Maybe it will be through the raising of soy beans, or something like that. I do not know. But, those are the major social problems that educators today are dodging. They go along, blissfully training people for jobs that do not and will not exist.

Then some of them have this idea: If every industry employing 100 people would put on one youth and every one that employed 1000 would put on ten, we would remove the youth problem in this country. That is the same thing that is worrying the Department of Labor and the labor unions. The dismissal and retiring age for more than one industry, and they are growing by leaps and bounds, is down between 40 and 45 years of age. After that they are old and will not be taken on. Labor leaders too, are beginning to wonder about the desirability of putting a young man, 25 to 27, into an occupation in which it is going to take 5 or 10 years to become proficient, and then they will hit the retiring age. These are real problems. What are you doing about it? We are trying to make some inroads for practical education. We have 155 or probably 160 projects today which we call Resident Training Projects. We have combined with you people on your campuses to bring in the young people from farms and isolated areas, to work on

a project on the campus building cooperative dormitories or something of that type. We are getting the institutions to meet the new type of young people. A boy who comes from a farm learns brick masonry on that project. He probably learns a good many things on that and then they give him courses on related training—practical things reduced to send that kid back to his own farm at the end of the six month unit, better able to cope with the situations confronting him there.

Girls are getting child care, preservation and conservation of food, poultry raising, and dairy work—milk, butter and that type of thing. They also get, along with that, some education in the academics. We feel that that is making a real inroad, but we are only demonstrating a small portion of the plan.

We are facing today a number of challenges the first of which I repeat again. We have to begin finding new occupations. I mean occupations where you do not have an adult popping out when you put a youth in. That is important. The next thing is that we have to develop cooperatively, guidance of intelligent planning of jobs. This guidance ought not be confined just to jobs and vocations, but it ought to be broad enough to include questions of marriage, and all those things which we take for granted that the young person knows enough about, or that his parents have told him. Who is going to do that? It behooves every institution to look into the social situation. You and I are going to have to do something about the equalizing of educational opportunities of the youth, and we cannot just sit and take it.

You and I are going to have to do something about developing an in service similar to our own work. I do not know when the NYA will end and you do not either. We are not interested in being permanent, but: As long as we have youth unemployed, some aid must be extended to them if democracy is to be preserved, and whether that is done by the municipal, county, state, or Federal Government, or public or private agencies through school or social welfare agencies, or by some other means, I do not know. But, the problems are increasing and one of your challenges is to see that something is done about it. How many schools are doing it? They give a few courses but they do not approach the thing with realism. Young people come and are assigned to us and they stick because it gets in their blood; but, we do not point a way for real achievement. You are going to have to aid us to develop some method whereby we can use all the available study statistics and data that are scientific, for the planning of our own program in the future.

We say we have not the time to do it. We cannot accept that alibi for long because the day is here when this thing is not a stop-gap. The day is here when it has to be planned on a long-range front. (Applause).

President Gardner: I know there are a great many questions in the crowd. Who will be first?

Dean Newman: I think if all of us would kick hard enough, you might go back up to Washington and kick somebody there and in that way get an announcement a little bit early on the program.

That request was made last year and you asked us to get in touch with our Congressmen, which we did, although it meant nothing. The announcement came just a few days before school opened and in the case of my institution it meant some 15 and 16 hour days for us, after we read about six or eight hour days advocated by the Government. We were used to it, we do not mind.

On the other hand there are a number of needy students who plan far ahead and unless they know several weeks in advance, they cannot change their plans quickly enough to enroll in college in September if there is just a short notice given; and I wondered if that question or that point had been brought to the attention of the authorities.

Mr. Brown: I suppose I answered 20 letters yesterday morning between the hours of 6:30 and about 9:00 o'clock on that very point. I am very hopeful that we will have an announcement earlier this year. We are confident this year that whatever the outcome of the bill, you are going to get at least as much money as you got this year on the eight per cent of the enrollment of 1936. Therefore, I think, with pretty good confidence and yet without making too many commitments, you can be planning on it. That is broader and more decisive than I have ever spoken out of turn before on this matter. But I am confident.

As to the question of getting the announcements out to you, I explained it last year and I explain it again now. After the action of the Congress, it means that you can spend that much money when you get it. It is like you signing a contract with an institution that you are going to get \$4,000 a year salary. You cannot very well spend that first month's money until you get it in the bank. It will not do much good to write checks on it; that is the way it is with us. That money has to come through certain offices and be credited for our use before we use it.

I assure you that we are doing our best, and when I tell you now, that I think we will have at least as much money, you can count on that to take care of the emergency. We do want to wait and have a meeting of some 40 or 50 college people and a like number of high school and parochial people on the planning of this whole thing and ascertain whether there will be any material changes. We cannot get you before that time because we find it impossible to take the people away from school.

Dean Newman: With your usual charm you have answered it—not directly, but as directly as you probably can. We knew last year that we would have it again. You would not advise us to go ahead and offer the jobs without having a definite announcement.

Mr. Brown: I am advising you now that you can go ahead.

Dean Newman: Some of us are a little more conservative.

Mr. Brown: I cannot advise you until I have the money. I am

going on the pretty definite assurance of those who write the ticket that we will have it.

Dean Newman: The other thought I had was perhaps that Mr. Brown would like an expression of the number of applications that we have had unfilled or have been unable to care for. I suppose the real place for that would be the question box, but I did not know whether he would be here. I just mentioned that for consideration.

Mr. Brown: I think it would be well to send to your State Director, any pertinent information about the lack of funds, the number of applications in excess of the number you can fill, and tell if you can, what the conditions seem to be for next year. They will transmit that to me in a report which I am going to request very shortly from every State Director.

President Gardner: Did you have in mind that the Association might make some expression on whether it wished an increase in the per cent over last year and whether we feel an increase is necessary?

Dean Newman: I think that would come through the Executive Committee and be passed on by the group.

President Gardner: I think Dean Cole's Committee might consider that matter—the presentation of a resolution to determine the tenure of the gathering about the necessity for an increased per cent and possibly we can do whatever you wish about certain gentlemen on the hill. I would like to say this, by the way Mr. Newman, in defense of Mr. Brown: I was there, I think last July, and everything was all set to notify everyone, but there was no money to notify anybody with. That was one of his big problems—trying to get the money.

Dean Newman: There is another question I wanted to ask which may be a local one in my case alone, but the welfare agencies in Alabama stopped investigating these cases for us. Is that a general practice?

Mr. Brown: First of all, it is not a general practice, but they do it. In 50 per cent of the states the welfare people have been in a position to actually do the investigating. In defense of the welfare group, I want to say that they are responsible for getting all the release certificates, not only for the WPA, but for the CCC and NYA. They have a terrific job with limited personnel. Where they can help, I am sure they will, but there are circumstances that prevent their doing it.

Here was another thing that caused the delay last year. Before I mention that, I want to say that we do know what you are facing down on the firing line. It is one reason I get out into the states and travel almost 115,000 miles by air to get out there and sound you out. We are not only emotionally stirred up but we are objectively stirred up about trying to help them. We know what it means and we appreciate what you have gone through and appreciate your patience.

President Gardner: Are there any other questions?

Mr. Maxwell R. Kelso (Blackburn College): I would like to ask

if they are working constantly on revising these applications for freshmen, because the questions on there cause a great deal of trouble and I know it is a difficult problem to work out? I wondered if they are working out a form where the freshman would have a better knowledge.

Mr. Brown: I would like to suggest that within the confines of your meeting here, you would have a representative committee of possibly ten to a dozen people get from Mr. Lasher here, the college application and the student application and give us the benefit of your recommendations on the relations or additions, or what have you. We do not say it is perfect. We have tried to make it broad enough so that it will apply all over the country—what they want up in the University of Maine, over at Yale, or over in the little college of Podunk. The questions there will be broad enough, inclusive enough to give us the information and we do not become too detailed.

President Gardner: Are there any other questions? Apparently the program is working much better, Mr. Brown, because you have so few criticisms. We are indebted to you.

We will reconvene at one-thirty instead of two o'clock. Thank you.

....The meeting adjourned at twelve o'clock....

FRIDAY AFTERNOON SESSION

April 29, 1938

The meeting convened at one-thirty-five o'clock President Gardner presiding.

President Gardner: Gentlemen: I think most of us are aware of the fact that for some years this Association has been taking steps to study and promote what has been referred to from time to time as "personnel work." Many members of this Association have participated in it, and in studies about it. Of all the efforts being made to clarify this field and the meaning and scope of it, probably the effort now being made by the American Council on Education is the leading movement in the country.

We are particularly fortunate this afternoon to have with us a Past Chairman of the American Council, a noted educator, and also the President of the University of Louisville. He will speak to us on the subject, "Education—Fragmentary or Unified." We will then probably have a little time for discussion.

It is my great privilege to introduce to you Mr. R. A. Kent, President of the University of Louisville. (Applause).

Mr. Kent: I appreciated very much the invitation extended to me to address you here, realizing that it has come because of the connection that I have with the American Council work which is being done. I want to speak about this project first.

On April 16 and 17, 1937, sixteen persons, including some of those here today, met with representatives of the American Council on Education and unanimously adopted a report which was later printed and circulated under the title, "The Student Personnel Point of View." This report recommended the establishment of a Committee on Student Personnel Work in American colleges and universities. It made specific recommendations as to what activities such a committee should undertake.

Later President Zook of the American Council on Education appointed a Committee on Student Personnel Work. This Committee has had two meetings. Its accomplishments so far are as follows:

1. At its first meeting it authorized exploratory work in specifically designated areas and provided for the appointment of sub-committees to carry out work along the following lines: First, to draw up plans for a national survey of student personnel work to bring up to date information comparable to that which President L. B. Hopkins secured in his visitations of 1925-26; Second, to provide for an interpretative study of the problems of college students, the study to be undertaken from the non-pathological, non-technical point of view and to direct particular attention to the problems of the average student. It should include a study of student out-of-class life and of faculty-student re-

lationships; Third, to plan for a series of brochures designated as introductory material of a semi-professional nature for new administrators and new personnel workers. It is anticipated that there will be not more than three of these brochures and that the first one will discuss the problems of educational orientation, the second one, occupational orientation, and the third one, student social life. Fourth, to provide a study of the financial problems of college students, an investigation directed principally at the bases on which financial aid is made available to college students. Thus the study would include loans, scholarships, and plans of student employment. It is hoped that this brochure will include also outlines of desirable practices in the administration of student financial aid.

Considered as a whole, the work of this Committee of the American Council on Education is concerned with a matter that extends farther back in the history of educational thought than where it is usually placed.

What a long way educational thinking has gone since the days of John Locke's *Tabula Rasa* idea of the mind to the present concept based upon modern psychology and endocrine determinants! Locke thought that the human mind, at first a mere blank, had its virtues and powers worked into it from the outside through "its formation of habits." True as it is that we still believe in habits, we think of them as built from the result of activity within the individual, determined by the manner in which the personality reacts within itself to the contact of influence from outside. The very concept of personality has been changed from that of an organism assimilating and coordinating effects from the outside into an organized, continuing consciousness, into that of a being having self identity determined from within, though not independent of what happens outside of it. In a crude way—and of course without scientific accuracy—the difference may be compared with that between the old four-wheeled wagon and a modern truck with an engine under its hood. The one had to have outside power.

The first major break from Locke was expressed by Rousseau who said that "the entire education of the child was to come from the free development of his own nature, his own powers, his own inclinations. His will was not to be thwarted." Since Rousseau considered society and its strictures bad and the natural state of man good, his system was almost entirely negative. The first positive interpretation came educationally with Herbart and Froebel, later with Dewey. Current, progressive education contains elements both negative and positive, strongly resembling Rousseau in certain respects, particularly in the free development of the child with respect to his own powers and interests.

While perhaps many of us here today would not subscribe to the more radical aspects of the so-called progressive theory of education, there is one of its tenets which is coming to be more and more widely

accepted in spite of recent attacks from certain quarters. This found its first real expression in Rousseau's philosophy and is the belief that education as a process concerns the development of all the powers and faculties of the human being. There are great dissimilarities with reference to what the process should be; there is comparatively little difference as to what the process deals with—the whole thing—mental, moral, physical, social, vocational, and recreational.

If there is a trunk line thought up to this point, from here all roads traveled diverge. First there are striking contrasts with respect to **what** education should do for the individual. Second, even among those who seem to agree on this, there is great diversity as to **how** it should be done, when we consider the variety of **whats**, the increase in the number of **hows** seems to be in geometrical rather than arithmetical ratio.

Consider further the first phase, what education should do for the individual. Both from observance and from printed evidence, contemporary and historical, the statement seems justified that never before during the 300 years of American higher education have there been as many different ideas and institutions as exist today. Their multiplicity is so great that a cursory survey of the current situation gives one an overwhelming idea of confusion. The reality of this condition is attested by the fact that the situation has created a puzzle of such major magnitude for accrediting agencies that they now experience great difficulty in finding a satisfactory answer to the question—What is a college?

As we from year to year attend numerous meetings and hear discussions about the college,—its curricula, its objectives, its administration; its social, religious, athletic and intellectual life; its problems of instruction, of equipment, material and personnel; of who should go to college and how many should be permitted to attend; as we examine college catalogues and read the claims made by these institutions about building character, preparing for life, giving vocational training and cultural education; when we discern the bases on which college alumni and officials make private and public appeals for students and for financial support; as we study the reports of the achievements of college students and graduates, achievements alleged to take place as a result of college attendance; when we ponder the common plea that democracy cannot exist without educated leadership among its citizens, and then deliberate on the conditions of democracy and of such institutions as the family, suffrage and municipal government; when we are appealed to for the support of church related colleges and contemplate the decreasing influence of the church; as this panorama passes before our vision, the question will not down,—Do we really know anything as to what the college does, or are we in our statements about it expressing alleged knowledge based upon belief and fond hopes?

You understand I only ask the question. I do not go so far as to say we are in the dilemma. One reason why I do not is because I too

have only belief, and how do I know that my belief is any more reliable than the beliefs of those which run counter to it? Another reason is that should I say it, the assertion would likely be heard by one or more of that increasing number of persons attached to departments of measurement or divisions of educational research. Such a person, judging me to be among the unenlightened, would tell me about the psychological and college aptitude tests, would explain with what success these are being used to assist in selecting persons capable of doing college work. He would point to the numerous objective subject matter tests in use, such as those obtainable from the Cooperative Test Service and from several universities. He would reveal to me the significance of the sophomore and of the senior tests. He might mention the available measures of emotions, ideals, attitudes, and other personality traits. In all probability he would refer me to an increasing literature composed of reports from numerous colleges which more recently have been making serious studies of themselves to determine the progress of their students, the appropriateness of their curricula, and the effectiveness of their instruction. He might also include citations to a number of institutions that are carrying on extended controlled experiments under the continuous scrutiny of both themselves and outsiders.

Confronted by such evidence, what could an honest person say? He would have to admit that the evidence is pertinent and of great weight. But let us examine the situation a little more in detail.

The philosophy of The Student Personnel Point of View as stated by the group of individuals who formulated it on April 16 and 17, 1937, under the auspices of the American Council on Education, is as follows:

"This philosophy imposes upon educational institutions the obligation to consider the student as a whole—his intellectual capacity and achievement, his emotional make-up, his physical condition, his social relationships, his vocational aptitudes and skills, his moral and religious values, his economic resources, his aesthetic appreciations. It puts emphasis, in brief, upon the development of the student as a person rather than upon his intellectual training alone."

Among those present here today, I do not suppose there is a single person who would disagree with the point of view thus expressed. The same group that accepted this statement of philosophy accepted also a list of twenty-three services which an effective educational program gives in addition to instruction and business management adapted to the needs of the individual student. I shall not enumerate these items here. They are what you who are familiar with personnel work among the students would naturally expect them to be. The group further stated that "The effective organization and functioning of student personnel work requires that the educational administrators at all times . . . interpret student personnel work as dealing with the individual student's total characteristics and experiences rather than with separate and distinct aspects of his personality or performance." With this statement I suppose again all we who are here are in agreement. Yet

I wonder whether its significance has been grasped. It says that student personnel work requires at all times "dealing with the individual student's total characteristics and experiences, rather than with separate and distinct aspects of his personality and performance."

Now let us see what we are doing in the college. When we give a student a college aptitude test we find out as far as this instrument tells us, his ability at that time to do college work. When we give him a comprehensive examination at the end of his sophomore year, we find out his retention at that time under the circumstances of the moment, of certain factual material. What we have done is to take cross sections of the individual with reference to separate aspects of his personality and performance.

It is true of course that we do go a step further. We test a student in subject matter before he begins a course, and then again at the completion, and we say that we thereby measure the progress that he has made. In a few cases we have attempted by similar means to determine changes wrought in emotions, in ideals and in attitudes after the lapse of certain periods of time and after the application of specific instructional methods. We may even enlarge the battery of tests to include a wide range of personality traits.

No matter how wide the range or what the method, our attention is centered upon changes that take place in the individual in terms of how much he knows, how he feels, or how far his achievements show he has come. Each consideration is only a fractional part of the individual's total personality. We are still dealing with separate aspects of personality, not with the individual as a totality.

In the second place our reason for making these measurements and seeking the results is to find out the effects of instruction, and almost, if not quite, exclusively in terms of the subject matter point of view. We say, 'tis true, that we seek to ascertain personality modifications, but in reality we do not speak the truth.

But let us be specific and take some current illustrations. Only within the past month there has come from the press, a report from one of the great educational foundations of a ten-year survey of colleges and secondary schools in one of our leading commonwealths. The report is a document of 406 pages based upon examinations given 45,000 individuals among whom were 26,000 high school seniors and students in nearly fifty colleges. Some 28,000 college undergraduates were examined in their second year and the same group again in their fourth year.

In many respects this is the most unique study ever made concerning the "main aspects of a general education." "The conclusions were so devastating that the Foundation apparently hesitated to present them with finality until they had been thoroughly mulled over. In brief, they are that our higher education does not educate. Or as the report phrases it: 'the current practice of the vast majority of American schools and colleges makes no requirement whatever that a given

body of knowledge shall become the relatively permanent and available equipment of the student'.¹

But whatever of knowledge became permanent or was lost, ineradicable changes took place in those 28,000 college students. And after all that study, which I heartily support, is through, we do not know the importance of the knowledge learned or forgotten, upon the development of the whole student involved. We are still ignorant of the fundamental educational significance of the facts.

In a very recent issue of a current publication on educational research, the following statement is made:²

In the report which follows, the results of an evaluation program in one high school are presented. In large measure the inferences to be drawn with respect to individual students and to classes were concurred in by teachers and other guidance officers. These alone, of course, do not validate the tests. The reader must keep in mind, however, that in the school selected for this study, the teachers were intimately acquainted with the progress of their students in a number of objectives. And this is not to say that these results were of no value to these particular teachers, according to their own testimony. Moreover, it is believed that many teachers who have not had the chance to know their students thus intimately will be able to profit by a similar testing program and will have results somewhat comparable to the evidence which otherwise would have taken several years to accumulate.

This is another illustration of the fact that when individual progress is measured it is ascertained in terms of subject matter and not in terms of the modification of the "wholeness" of the person.

Another recent educational publication makes a review of research on behavior and personality. Between 75 and 100 references are given. One paragraph from the presentation of this review is illuminating: ³

It is interesting that studies which are related to the extent that they can all be called research in behavior and personality should be centered in so many different departments in the College and be sponsored by so many different faculty members. Looked at from one angle, it would seem that there would be much inefficiency and loss in output by having so much of the work incoordinated and left to the mercy of the interests of individual instructors. One also gets the feeling that there is a considerable amount of overlapping of interests among members of the staff. On the other hand, this same method may be a strength. Certainly the wisdom in guiding research does not lie in any one mind.

- 1.—**The New York Times** Editorial, April 11, 1938
- 2.—**Educational Research Bulletin**, College of Education, The Ohio State University, Vol. XVII, No. 3.
- 3.—**The Advanced School Digest**, Vol. III, No. 3

The above paragraph again clearly indicates that behavior and personality in these researches have almost without exception been approached and evaluated from the peculiar points of view represented by subject matter departments.

A few years ago the North Central Association of Colleges and Secondary Schools concluded that the criteria upon which it determined college membership were outworn and inadequate, and instituted a five year study to determine better standards. The results of that study are widely known and represent a new philosophy, which is that the efficiency of a college is to be judged in terms of how well it achieves the purposes which the institution itself believes to be its goals. From the standpoint of accrediting procedure this represents an epochal advance; from the standpoint of dealing with the whole person, none.

A few years ago a very thorough survey was made of teacher education throughout the United States. It was the most comprehensive and intensive undertaking of its kind ever made in this country and probably in the world. It resulted in no progress in the direction of educating teachers to deal with the entire individual instead of with some of his parts.

There is now rapidly nearing completion a cooperative study of standards of accrediting secondary schools. This is being participated in by all the regional agencies for such schools in this country. It is already indicated that the result will not give any particular consideration to the problem we are discussing.

We find another illustration of our theme in the discussion attending the study of foreign languages. Recently that pump has been primed by a report concerning the number of high school students studying Latin, Greek, Hebrew, and Italian in the high schools of New York City. Remarks of a leading columnist are illustrative:

Out of more than a quarter of a million high school pupils in New York the boys and girls studying Greek are just eighty-six. If one wished to be really downhearted about democracy, he might dwell on this point. Not only is this a poor time for popular government but also for the beautiful ancient language in which democracy was cradled.

Government by the people was born in Greece and the name Greek. One would say offhand that a fine gesture of defiance against the dictators now running loose in the world would be for American students to go in for the study of Greek. On the side would be the pleasure some day of catching a glimpse of the magic of Homer.

As a matter of fact, Greek in our school and college curriculums began to slip long before the advent of the dictators. At the beginning of the century the average college student had two Greek courses in his four years. Ten years later it was down to one course per man. Ten years later, in 1920,

4.—New York Times, "Topics of The Times," April 1, 1938

it was down to one Greek course for every five college students; and that was before Mussolini and Hitler.

In the high schools, naturally, the percentage of students taking Greek was always small. Still, at the beginning of the century it was about 3 per cent of all students. This is one hundred times as much as the indicated one-thirtieth of 1 per cent in New York high schools today.

But some intellectual imperialist may rise in hauteur and resent a common columnist being quoted in this connection. Pray wait a moment and consider. The testimony that he offers is of the same kind as that given not long ago on the same issue by a most eminent university president. Each spoke what he believed; furthermore, the daily contributor probably had a wider range of practical observation than even the president had. Of course the point is that they know as much about these values educationally as anyone. Perhaps we should say as "little." So far it is all a matter of belief.

The discussion of the effects of education upon individuals is on a level strikingly comparable to that of the discussion of the effects of religion. Each proponent enthusiastically expresses the epitome of his hopes and realities. He does this so often and with such profound conviction that he actually comes to believe that his hope is a reality.

The fact of the matter is that we are shockingly ignorant of what the effects of educative processes and personal experiences are upon the young people by reason of their being in college. We are beginning to gauge with some degree of accuracy the amounts and kinds of facts they retain from among the materials formally presented, and we are developing some skill in selecting the persons able to master the most and the best of these materials. But most colleges do not know, they do not give genuine, tangible evidence that they really care what the modifications of personality, of the whole person, of the unity individual, are.

The individual is not only a unity, he is a continuing personality. He is himself not only when he enters as a freshman, but just as much so at the end of his sophomore year. The question that is of paramount importance is, what are the changes that are wrought in this self during the time that it is under the influence of all the determinants operating upon it in and in connection with the college? I know of no surgical operation that can separate a person's intellect from his feelings, or his regard for his companions from his mental operations. We are told that individual men and women drop out of college because they do not receive invitations to join the fraternities where they would like to be. What modification of personality results because of such experiences? Each spring for several years past we have had on many campuses as we had two days ago, so-called peace strikes. The degree of interest which students have taken in these has varied widely, but to some the participation has been an experience deeply stirring their emotions and exercising lasting influence upon their mental at-

titudes, but colleges take cognizance of this event almost wholly as a matter of administrative importance and of no educational significance. Some testimony seems to bear out the assertion that college attendance changes radically the individual's philosophy, particularly in the complexion of religious belief held by many persons. The whole attitude toward life is affected thereby, his motives, standards of values, ideas of social responsibility, his whole pattern of action, vocationally, economically, and socially may be changed.

Two days ago I was told about four boys. Each had been offered a four year contract if he would sign it and his parents with him, to go to a certain university with all fees, books, board and room paid for. The contract would last four years, and all that each boy had to do that he could promise in advance was to play football. What would be the effect upon the boy of such a four year experience? And yet we wink at it. We say, "Well, we cannot influence those things. We will just let them go ahead and we will teach them these subjects and see what the results will be."

There are distinct inroads being made upon the physical resources of both men and women by reason of the demands made upon them by the college centered community. Some of these demands take the forms of decrease in the hours of rest, increase in the hours of work, unusual taxation of the digestive system because of peculiar or improper diet of both food and drink, nervous strains arising out of these physical inadequacies as well as out of those that come from undue concern on the part of students who experience difficulties in making academic records such as meet with the approval of parents and teachers, especially when there is open antagonism between this approval and that of the student's own groups. We are just beginning to get a peep at the personality significances of these influences. Scientists are just finding out that mental and emotional "activities of everyday life play an important role in physical disease and in extreme cases may actually induce changes in the structure of the human body." Destructive forces within one set up by environment may reduce the environment to secondary importance as a factor in both health and personality determination. One professor of clinical medicine has gone so far as to say recently "that although man has had sixty million years to adapt himself to space and time, it is only within recent years that 'we have begun rationally to face the humiliating realization that even the camouflage of an outraged Deity is no longer sufficient to obscure the truth that man's most destructive forces are within his own soul'."

"Another explains that a person's susceptibility to a particular disease may be determined by his individual make-up. Graduations in differences of personal identity often parallel the varying severity of an attack of infantile paralysis in each child, he pointed out. Two entirely different types of mankind are susceptible to the two diseases of cataract and peptic ulcer.

"Among many women there is a marked hostility to their own sex and this emotional revolt affects their appearance and metabolism.

This 'rejected femininity' usually results from the woman's inability to become satisfactorily adjusted to her environment.

"Physical mannerisms, in addition to mental and emotional habits, are frequently traced to this feeling of 'rejected femininity,' in extreme cases, the physical structure of a girl may change under this influence."

In the light of evidence that is still scarcely more than fragmentary it seems that up to the present we have ignored the most important end products of the experience-totality which makes the personality that emerges at the end of two years of college, or four, or at any point. First, we do not have an anywhere nearly adequate concept of *what* this end result is. Second, to the degree that we think we know the result we have made little attempt as far as the evidence shows, to discover *why* the outcome is what it is.

In order to do the sensible thing we must really **apply** our theory and deal with the "individual student's characteristics and experiences." We must reverse the traditional and still standard collegiate procedure and begin with *him* instead of his studies. We must know what is happening to him and what that over which we have some control is doing to him. In making personality patterns the dictator shows more acumen than the professional educator.

There are those who will "spoof" at what I am saying as utterly bizarre. Some will say it ought to be done but it cannot. I will not admit that the task is impossible. Beginnings have already been made upon it. Some of these have taken place in the field of education and some in the field of medicine. One of the considerations that concerns me most is not so much the sheer difficulty of doing this task, but whether we, who are in education, will make sufficient advance towards its solution before the public awakes to the overwhelming significance of the issue, sets up some other agency to attack it, and leaves education empty handed.

A cursory survey of some of the more recent materials that have come from the press dealing with the problems of personnel work is highly illuminating. A list, for example, composed of "How Fare American Youth" and "Secondary Education For Youth in Modern America," both publications of the American Youth Commission; "Youth Education Today," the 1938 yearbook of the American Association of School Administrators; "The Unique Function of Education in American Democracy," a report of the Educational Policies Commission of the National Education Association; "The Prospect for Youth," being the November, 1937 issue of the American Academy of Political and Social Science; "Measuring Teaching Efficiency Among College Instructors," a study of the amount of desirable personality growth occurring in students of certain classes; "Student Personnel Work," a recent volume by Williamson and Darley; and "Guidance in Educational Institutions," the 37th Yearbook, Part I, of the National Society for the Study of Education,—reveals only two thorough-going attempts to deal with the problem of unitary personality and education's relation to it. One of these is to be found in the volume by Williamson

and Darley, and the other in a chapter of the Yearbook of the National Society for the Study of Education, written by Dr. Ruth Strang, entitled, "Guidance in Personality Development."

Traditional American blind faith in education is being strained by the increasing financial burdens which it shares with other undertakings for the general welfare. There is no continuing project for human betterment toward which so much public and private funds are being contributed, about whose outcomes we have as little real knowledge, as what educational processes and experiences in their entirety, do to persons. We had better hasten to find out first for our own enlightenment, and second before our sponsors clamor for the information.

For a number of years several states have been operating boards to study and evaluate material resources. In only two of these instances have the reports of these agencies showed that human resources were included. But they will be; they must be, and when they are, focal attention will be centered ruthlessly on our problem with its multifarious implications. Thank you. (Applause).

President Gardner: Thank you, Dr. Kent. You have raised some very interesting questions and issues. I know that you are pressed for time, but possibly you could give us a few moments to answer some questions which I am sure will be forthcoming from the floor.

Dean J. M. Hamilton (Montana State College): I think there is a wrong impression out from the statements made. I am from a technical institution where we have all technical courses.

Dr. Kent: It would be wrong to conclude that it prevails in technical institutions because we do not know.

Dean Hamilton: The same conditions may prevail as to general knowledge; that is it is very possible that a senior in electrical engineering will not have such an amount of knowledge of political phases and economics as he had in perhaps some of the subjects studied in high school. But, as to the knowledge in the particular work he has been majoring in, there would not be any comparison.

Dr. Kent: Have you factual evidence to corroborate your statement?

Dean Hamilton: I think a number of years in that kind of an institution has taught me.

Dr. Kent: The reason I raised that question is because of the experience in some medical schools, for example. Students when they come to be seniors really know the things which they are using and which they learned when they were freshmen and sophomores, and if you give them a test in their senior year on their anatomy which they studied as freshmen, you will find out that they know less than when they took the course at the end of the freshman year. They will know more about certain parts of the anatomy which are concerned with the clinical work they are then doing. Now it is not conceivable at all that a similar result might be found in any other field of technical learning.

....Recess....

President Gardner: Our next speaker has already addressed us, but he has kindly consented to talk a few minutes again. I understand he has eaten some Wisconsin strawberries which do not agree with him; therefore, he has asked that we do not detain him too long. However, I am sure we are all eager again to hear President Dykstra. (Applause).

President Dykstra: Mr. Chairman, and Gentlemen: It is not that I have eaten Wisconsin strawberries, but I should like to, very much. The fact is I have not eaten anything, so such a repast as is expressed here is welcome to me. It is a little bit difficult to follow the presentation of the address of which I heard, perhaps, half. I would like to continue in that vein if I were able, but this is a very dignified presence—a group of rather experienced educators I assume.

I am one of the newcomers into this field of educational administration and all I am doing is to feel my way around and try to learn something before making up my mind about many of the things that you have been talking about and that you have been discussing. But, it is a most interesting experience to come out of some seven years in another field of administration to really be away from a campus for that long, and then return. It is a shocking experience as a matter of fact. It is a rather unbelievable one. And yet I am quite certain that up until a few years ago I felt quite sure of a number of things as I find some of my colleagues sure in the educational world of today. We have had a bit of a shock with Dr. Kent's address. I am sure there is nothing that is being discussed more than this field of education. It is a curious thing that after some hundred years of universal and almost compulsory education, we should be asking ourselves, "Now just what results can we show for this long period of effort, for this tremendous personnel engaged in the field and for sums of money which anywhere else in the world's history or during the world's history, would seem staggering?"

I do not know that anybody has ever counted up the billions of dollars that have been spent on education in the United States since we established a free system of education. It would be an interesting figure if we should try it, and at the same time try to strike a balance sheet of assets and liabilities.

But that is neither here nor there. What I was asked to refer to was the problem of personnel in modern life with perhaps some application to the field of education. This whole field of personnel and personnel relationships is, as all of you know, a rather recent field of inquiry and of administration. Through the bulk of our history the economic system under which we lived was that of slavery, when there were not many questions raised by individuals about the individuals and about personality, about rights or privileges, or even needs. Then we went through a rather considerable period of feudalism and serfdom in which there were a few who knew what was good for all of the rest, and they proceeded upon some such basis.

We come, after many centuries and many eras, to the modern industrial age, and after some experience with that, into the age of mass production. Individual attainment is a part of the past. That is true also in the field of education as in industry. It was not so long ago—within the memory of most of us here—that only the few were pursuing their studies in institutions which we call institutions of higher learning. But, we have come now in education, as in industry, to a condition or a field of mass production. We have the long assembly line, and we have those in our university establishments who are doing what those in our industrial establishments are doing. They are putting this little bit or that little bit, this little nut and this little bolt, and this little part and this steering wheel, and so on, on the individual unit as it goes by on the assembly line. As a matter of fact, as I think about it I could write a whole paper on that. It is just a reference at the moment.

But, industry is ahead of educators in some sense, for it is more than a generation, it is almost two, in fact, since with mass production and in the field of highly organized industry, we began once more to discover the individual. Industry, moreover, has been dealing with organizations of people and more and more is going to continue to do so.

Education has been doing that also. It has been interested in, and working with organizations of individuals. I think perhaps even Deans of Men on campuses are doing as much with organizations on campuses—maybe more, for all I know. It seems to be a part of the enterprise, of the responsibility. You gave a whole session, yesterday to a problem of one type of organization on university campuses. Now, if you were going to give that much attention to other kinds of organizations on university campuses, how long would your sessions last? How long would you be here? We would like it. (Laughter). It is a nice place to stay—I hope.

But industry, I say, has been discovering the individual even in these manifold and multifarious operations that are concerned with modern industry and with modern technology. There are organizations of industry in the field of management which are giving their sole attention to personnel problems in the field of industry. They are talking about such things as incentives. They are talking about such things as full-rounded personalities of their workers. They want these individuals to be, not only the best they can be for the industrial establishment, but for the sake of these men they want them and their families to be the best folks in their own lives. It makes for happiness and contentment, and for all the things that make life valuable and worthwhile.

If industry has discovered this individual even under the modern conditions of mass production, I wonder whether an institution such as education which is under the presumption of having been interested in the individual for over a hundred years or perhaps a thousand years, can rediscover the individual? It is so important because you have

every kind of individual from every kind of home and every kind of background without what is called by educators, the weeding out process, to bring those to a campus who, perhaps, can best profit by a university experience. I have been rather amazed in going through what is called our Counselling service at the university, to discover that although we go through the forms of giving counsel to our students, and although we have a great number of counselors, much of it has to do with telling a student that "you can take a two hour course at ten o'clock and that will fit in with the three hour course at ten o'clock on the alternate days." We presumed that student could know at least that much in the old days. Today we make no presumption at all that students can read a catalog. Maybe that is right. We used to make a presumption, however, that the faculty members could read a catalog. (Laughter). Some of them are not so sure they can. If they were able to do that, then the student who came up for graduation would not have to say, "My adviser told me to take these particular courses, and these are his initials, yet you say I have not the proper credentials to graduate." Maybe you have none of those in your institutions—we have some here and there. (Laughter).

So, I should say that one of the things that Deans of Men and administrators and faculties in our universities may well be at in this modern day of industrial production in the field of education, is this attempt to discover the individual. I am sure that that is a part of the thing that President Kent was talking about. In so far as he discussed that question, he stole such little thunder as I have been thinking about to present here. But, I am even used to that.

I remember the time I spoke to a group of colored preachers at a convention. I was sitting on the platform with about six of them, and the gentleman next to me, who followed me on the program, said, "What are you going to talk about? What is your topic?" I gave it to him. I was young and inexperienced—with preachers. (Laughter). At least I was with colored preachers. Again he said, "How are you going to treat it?" I told him very briefly how I was going to treat it. He was called on just before I was and of course I had no speech to make. He did it so much better than I could have done. (Laughter). So I am in a bit of a box in talking about the problem of personality and the problem of the individual, since it has been alluded to with such grace and erudition.

But, I am convinced that it is becoming time on our campuses to discover this individual, for education in the last analysis is an individual thing; and with the tremendous numbers of people coming from so many different backgrounds and going into so many different directions—no longer headed for two or three learned professions,—the problem is infinitely more serious because of it. Now, how do we get at this individual? As a corollary to that, I am also persuaded, at least I am for the moment of the opinion that there is such a thing as learning left in the world, that it is possible for an individual to learn many things about many fields without necessarily taking a

particular course in a particular segment or sector of the field. That is really a part of the same thing. How then, are we going to study this individual that comes to the campus? How are we going to follow him through his college and university career? How are we going to know whether we have done anything for him or not, or whether it would have been better for him not to have come? We cannot unless we are clearly in touch with this individual from the time he comes until the time he goes.

It is a very pleasant theory to assume that students who come to a campus are adults, that they have made their choices, that they know where they are going or at least where they would like to go. It is pleasant to assume that out of their own surroundings or in their families, they will get the sort of counseling and guidance which will be helpful to them. But this is becoming a very complex world. The situations in which we find ourselves are exceedingly complicated. It is a world of shifting interests and shifting emphasis. It may become quite clear that the young man or woman who at 15 or 16 would like to find himself at 23 or 24 in a particular spot with a particular vocation and with a particular interest, will wake up at that time to discover no need for that training, no opportunity in that field. That is something which those at home would not know about, could not know about, something that those on the campuses ought to know about, because they follow problems of that kind.

It may be, then, that we are at a turning point in the problems in which, presumably, this group of men is interested. I see that here and there in our university world, there are being established divisions on the campus, or offices on the campus for directors of personnel. Now, by that terminology I am just taking over the terminology of industry for the moment. We are making a great deal more of going into these individual capacities, individual problems, individual incentives and these difficulties of adjustment.

You know all those words better than I do. Many of you are psychologists and I am not. What the experience with those experiments are, I do not as yet know. Last fall, I asked for a committee on this campus on this very problem, and we have such a group of men at work attempting to discover what are the various offices and individuals and provisions made for student aid and student contact, student guidance, student help, and student study. I am quite amazed at the number. It is difficult in spite of those numbers and in spite of the great personnel involved in these problems, to get an answer about any individual or know very much about his difficulties, his background and the direction which he thinks he would like to take, or perhaps after study, which we would counsel him to take. So, when the question comes to the office as to whether we have a certain kind of person on the campus—perhaps it is an employment opportunity—it is necessary to send that letter around to a number of different places to discover what kind of folks we really have on the campus and what their capacities are.

I am throwing out to you something which is doubtless well-known and understood by all of you. The question is as to whether the proper study of man is being made, the proper study of our offices as administrators in the university, whether they should not be our own offices for a while, should not be our own problems for a while, should not be the folks with whom we deal for a while. I am sure that the future of our educational institutions will see and emphasize the importance of the individual on the campus. After all, in the public mind, our universities and colleges exist in some large degree, for those who throng the campus. In the public mind, at any rate, they do not exist for the faculty, the president, the trustees or the Deans. There is some tendency, I think, on our part as administrators and as teachers to think that our institutions exist in some degree for them and that the students have only a nuisance value; that if it were not for them it would be a pretty good place to be. I merely want to emphasize the fact that after all these are young human beings who are here to use the campus upon the theory that we are going to work with them, make out of them what we can, and do for them whatever can be done, study them, tell them as best we can from our limited information, what their opportunities are, strengthen their weaknesses, develop their personalities, and build up the whole person as President Kent suggested.

Whether that is going to develop in the Dean of Men's office or somewhere else, I have no idea. Perhaps as with our fire fighters in a modern city, so it is with the Dean of Men. Perhaps our job is to work ourselves out of a job. The fire fighter's job is to so inspect the buildings in the community, that there will be no fires and so we will need no apparatus any more. Maybe our job is to so work out through the things we have been doing, that we will make way for a different sort of development on our campuses than we have had.

In any event, the sole reason for my being here, beyond the fact that Dean Goodnight insisted that I should meet you all, is to make the suggestion that it may be time for us to develop on our university campuses, something which approaches that line of development which we have seen in modern industry, not only because there are so many likenesses between modern education and industry, but because it is quite the human thing to do—to rediscover on the campus the individual—and see what we can do with him and for him. Thank you very much. (Applause).

President Gardner: Thank you again, President Dykstra. We will take a recess for 15 minutes and then we have some important business to take up to close the afternoon session.

....Recess....

President Gardner: Gentlemen: We have some business, part of which can be taken up now and part of which will come tomorrow morning.

First, I would like to ask the conference whether it wishes to authorize the Chair to appoint a committee to make a study of NYA ap-

plication blanks and to submit any suggestions which that committee might have, to the national office.

Dean H. E. Lobdell (Massachusetts Institute of Technology): I put that in the form of a motion.

....The motion was duly seconded and passed....

Dean Turner: I have a resolution which comes from the Executive Committee.

"Whereas, The National Association of Deans and Advisers of Men has functioned for twenty years and was the first organization of a national character to assemble for the consideration of student personnel service welfare, and

"Whereas, The growth and expansion of work in this field has developed so rapidly, that there are now a number of other organizations meeting to consider various phases of the whole program; therefore be it

"RESOLVED: THAT The National Association of Deans and Advisers of Men authorizes its executive committee to investigate the wisdom and possibilities of arranging a conference of representatives of those organizations and if deemed advisable, call a joint meeting of representatives of the various groups."

President Gardner: You have heard the resolution.

Dean Turner: I move the adoption of the resolution.

Dean Lobdell: I understand that this joint meeting is to be a meeting of let us say, our Executive Committee and their several Executive Committees. That is what I wished to have made clear.

Dean Goodnight: I make that into a motion.

Dean Fred T. Mitchell (Michigan State College): I second the motion.

President Gardner: All those in favor, if there is no discussion, respond by saying "aye".

....The motion was carried unanimously....

President Gardner: The Resolutions Committee has a resolution.

Dean Cole: Mr. Chairman, and Fellow Deans: This is a resolution presented by Dean Fisher to the Resolutions Committee.

"Whereas, The National Association of Deans and Advisers of Men express their gratitude for and in appreciation of the assistance hitherto afforded through the N. Y. A.; therefore be it

"RESOLVED: THAT we recommend its continuance without curtailment, and that the age limit of graduate students be raised."

I move the adoption of this resolution.

Dean Seegers: I second the motion.

Dean Moore: I take it we have all had the problem. We would like to have additional funds for graduate students. We did not have it last year. We could put a graduate student on for \$30.00 a month by taking two students away. I think it is a very serious question whe-

ther graduates should be preferred. They are reducing themselves in order to get additional money, therefore, I would like to make an amendment to eliminate the age limit.

Dean Beaty: I second the motion.

President Gardner: Do you wish to discuss the amendment first?

Dean Seegers: If it is true that that would curtail the opportunities for undergraduates, I would not be in favor. My understanding, and I may be mistaken, is that there are two separate provisions, one for the undergraduate group and the other for the graduate group. We have found that a great many people wanted help but were ineligible for that help because of the age limit imposed. It is with that understanding of mine, which I say may be erroneous, that I am in favor of this proposal. I would like to know if I am wrong.

Dean Beaty: I understand there is no separate fund for graduate students. It is all lumped into one fund.

President Gardner: I think he is correct. The money was all grouped due to the lack of funds last summer and it was all put in one—the graduate students might be figured in on your per cent if under 25 years of age. Now, in the original graduate allotment, you recall the age limit was not strictly adhered to, therefore, there is only one fund. That was my understanding last summer.

Mr. William S. Guthrie (Ohio State University): If I remember right, we had a separate allotment on the basis of graduate student enrollment. I think the age reference was as to undergraduates and graduates, so the two issues here, if we are interested in taking away the age restrictions, refers to both. I think that at Ohio State we have run across a great number of cases, as you have elsewhere, where we would like to extend it to people over 24. I would like to vote for Ohio State on that issue. We would like to see that 25 year age limit taken away.

President Gardner: Your allotment was lumped with your total allotment. You did not receive a separate allotment, did you, for your graduates? You made that allotment yourself within your own institution. Am I not correct about that?

Mr. Guthrie: We have allotments on the basis of graduate enrollment. We are given the privilege of saying how much should go to graduate students.

President Gardner: You see, Dean Seegers, the previous years it had been 12 per cent of the undergraduates, last year it was 8 per cent with the two lumps. Is that not correct?

The amendment stands to strike out the part of the resolution referring in total to graduate students. Do you wish to vote upon the amendment? I wonder, Dean Cole, if we might have the entire resolution so we can see how this longhorn amendment would affect it.

....Dean Cole read the resolution....

President Gardner: Are you ready to vote? All those in favor

respond by saying "aye"; contrary, "no".

The Chairman declares the amendment carried.

Are you ready for the vote upon the resolution? Is there any further discussion? All those in favor respond by saying "aye"; contrary, "no".

The resolution is carried.

There are no further resolutions, Dean Cole, at this time, are there?

Dean Cole: No.

Dean Moore: After going over the list of possibilities, the Committee recommends we meet next spring in Gatlinburg, Tennessee, near Knoxville. Those of you who attended the thirteenth meeting at Knoxville know how beautiful it is. There is a large inn at the little mountain city of Gatlinburg which has a population of about fifty. There are two garages and one store there besides the hotel. We found it an excellent place to concentrate and now Dean Massey at the University of Tennessee has given us his invitation to return. We say that should be the meeting place next year.

Dean Cole: I will second that motion.

President Gardner: We have a motion that the next annual meeting of this Conference be at Knoxville and Gatlinburg, Tennessee. All those in favor; contrary.

...The motion was carried...

President Gardner: The 21st session will be at Gatlinburg.

Dean Moore: As to our nominations for the coming year, we felt that the situation is going to be somewhat delicate between the Deans of Men and the personnel workers. We feel there is an immediate need of a closer understanding, a closer cooperation between these groups of men, all of whom are working toward the same end. We feel that the best results this coming year can be gotten by doing something to bring to a head our attempts to secure benefit from the activities of the personnel group, to secure the backing of the American Council. The best plan in order to do this is to have men in office who are thoroughly familiar and are in contact with the situation, therefore, it is the unanimous opinion of the Committee that the best plan would be to break precedent this year and re-elect for the coming year, our entire staff of officers including Dean Gardner, President; George W. Stephens, Vice President, and Fred Turner, Secretary-Treasurer.

That, as such, is the recommendation of the Committee. (Applause).

....Dean Turner assumed the Chair....

Dean Turner: You have heard the recommendation of the Committee. Is there any discussion?

Are you ready for the question? All those in favor of this recommendation will say "aye"; contrary, "no".

The motion is carried.

....Announcements....

....The meeting adjourned at three-thirty o'clock....

TWENTIETH ANNIVERSARY BANQUET SESSION

April 29, 1938

The Twentieth Anniversary Banquet Session, held at Tripp Commons, Memorial Union, convened at seven-thirty o'clock, President Gardner presiding.

President Gardner: I am very happy to welcome the ladies here this evening. I understand you have been having a very marvelous time. I asked Mrs. Gardner about it and she told me it was wonderful.

She handed me this clipping: "A good-natured wife is one who could laugh at her husband any time except when he tells jokes," so I do not know whether I should try any or not. Culver told me to get up and be funny or try to make the people happy.

I hardly know how to begin a Twentieth Annual Meeting, although this is not the Twentieth Annual Banquet. However, you can see all the dignitaries on every side of me here, and we will hear more from them later. There are, I understand, some members of the University faculty in the audience. I only know one of them and I am going to take the liberty of introducing him to you. I shall not permit him to say anything, because he and I were raised in the same town, and if he wants to tell some stories, I can tell plenty about him, too. He is a famous young man and therefore, I just want Harry Stuhldreher to stand up if he will.

....Mr. Stuhldreher arose and the audience applauded....

President Gardner: I did find one joke. I hunted around every place, I consulted Deans Lobdell, Turner, and Moore. I got a lot of jokes, but there is only one that can be presented here. (Laughter). Mrs. Gardner went off to the drug store and bought a ten cent book and I found this joke there. It is pertinent since we are assembled here for our Twentieth Meeting. It is a story of a man confined in an insane asylum for 20 years. Finally the guards came around and notified him that he was going to be freed, and that as a special reward for that, he could shave himself. He went into the bathroom and started to shave. Just then a guard came and called him and as he turned around, he knocked the mirror down. When he turned around again, there was no mirror. He said, "Now if that ain't just my luck—after being in here for 20 years, I have to cut my head off just when I am going to get out." (Laughter).

Now if these four gentlemen who attended the first meeting think they are going to get out of this so easily—just sitting up here—they are mistaken. I am going to turn them over to the man who established himself as being the chief executioner of this Association. You may have them Dean Goodnight.

Dean Goodnight: Mr. Chairman, Veterans of former wars, (laughter) Ladies, and Gentlemen: President Dykstra has appeared before

the gentlemen of the Association and bid them welcome to Madison. Several of us have been trying to make all of you feel welcome here for the past two days, but in case our efforts should not have been successful, I want to assure all of you that we very deeply appreciate the privilege of having the Twentieth Meeting of the National Association of Deans and Advisers of Men here at the University of Wisconsin.

We have tried to order things as well as we could, of course we could not control the weather entirely, but we have done as well as we could even in that regard. Those of you who know this particular part of the country realize that the end of April does not represent spring as it does to you farther south. It is merely that in-between season which has been so aptly and beautifully described by the poet in that delicate little gem of verse:

"The snow has went, the lake's unfritz,

I wonder where them flowers is." (Laughter).

Lest, perhaps, some of you may have read the printed program and may have been misled thereby into the assumption that I am going to make an address this evening, I want to assure you that such is not the case. The implication is due entirely to the indiscretions of a youthful secretary. He has been with us only one year. He is a gallant boy—his little wife is a buoyant gal. (Laughter). Of course we will have to make an allowance for inexperience on this occasion. I am not to make an address, I am merely to reminisce a little with regard to that first meeting.

Well, it was way back when—January 24 and 25, 1919. It was not exactly war time, in that the armistice had been signed a couple of months prior to that time. The actual fighting had ceased. We had all participated in the hilarity and the irrepressible gayety of the armistice celebration and we had even gotten far enough away so we could begin to quip and wise-crack about the War, just as we do today about the bloody carnages that are raging on other continents. One of my friends told me recently that when the Spanish armies were fighting in the Basque Provinces, the Spanish high command found it necessary to evacuate the town of Burgos. They divided the Spanish army into three divisions, and sent them out by different gates, for the excellent tactical reason that they did not want to put all their "Basques" into one "exit". (Boos and Laughter).

Following this, there was a great demoralization definitely upon us—especially so in the great state universities. It was a very precarious time for Deans of Men. There were few of us in existence. I find in the old minutes, a letter from myself to Dean Clark, asking if he could name any other Deans of Men besides those that I had already invited over here, and he could not do so.

We got together here then in January of 1919—six of us. Dean Clark was to have been present, but illness prevented his being here, or we should have been seven. I assure you that we felt, individually

and collectively, that our house keeping was as bad as that which prevailed in the house of the Seven Dwarfs before the coming of Snow White. I am not going to pull that modern quip about there being only six dwarfs ("Dopey" being in the White House), because there were only six of us here, for the absentee, Dean Clark, was certainly not "Dopey". I am not going to try to identify any of the six of us with the Walt Disney characters with possibly one exception—"Happy" was undoubtedly Louis Strauss of Michigan. We made him Secretary and his merry quips and wise-cracks kept us cheered throughout our arduous labors. That spirit still shines through that report of his that he made of that meeting.

"The personnel of the Conference was as follows:

Dean S. H. Goodnight, University of Wisconsin

Dean E. E. Nicholson, University of Minnesota

Dean Robert Rienow, State University of Iowa.

Prof. Leslie Reed, Iowa State Teacher's College

Prof. M. W. Smallwood, Syracuse University

Prof. L. A. Strauss, University of Michigan

"Dean Thomas Arkle Clark of the University of Illinois was, to the regret of those present, prevented from attending by illness in his family.

"After paying their respects to President Birge of the University of Wisconsin, in a brief call at his office, the members of the Conference assembled in the law building, where all sessions were held. The sessions were virtually continuous for the two appointed days, with brief intermissions for luncheon. On the evening of January 24th the members of the Conference were tendered a smoker by the faculty of the University at the Kappa Sigma Fraternity.

"At the opening of the Conference Professor Strauss was requested to serve as secretary. Dean Goodnight was later chosen as chairman when in the midst of a heated argument, it was discovered that this formality had been overlooked and also that the bottom of the box of cigars generously provided by the host had begun to heave into sight. The honor of the Chairmanship was in recognition of Dean Goodnight's efficient services as chauffeur to the Conference. His admirable record in this capacity is cited as an example for emulation by future hosts.

Average number of passengers	5
Miles covered	932
Gasoline consumed	3 qts.
Collisions	None
Persons run down	None
Blowouts	None
Curbstones damaged	1
Stalled on car tracks	4
Admonished by police for illegal parking	1
Bawled out by police for reckless driving, etc.	3

....The audience laughed and applauded....

Dean Goodnight: That characterizes Strauss. Professor Smallwood of Syracuse was Chairman of a Faculty Committee at that institution, whose duty it was to look after the student affairs. He just happened to be coming through the city and he called at my office to talk to the man who occupied a similar position here. He just happened in by the sheerest of coincidences upon our Conference and we were delighted to have him as a member. We had not known him before.

But, the other three—Lafayette, they are here! Nicholson, who was always a great athletic enthusiast, at this little smoker that Strauss mentions, he got into the hands of some wit in our athletic department who assured him that the Minnesota shift was passe, that all the coaches were on to it, and that Minnesota was doomed to nothing but defeat and disaster from that time on. Poor Nicholson was so wrought up over it that he was hardly coherent the next morning.

Bob Rienow, who is an alumnus of the University of Wisconsin—was in a reminiscent mood and he recalled the first night in Madison when he entered the freshman class. He had hay seed in his hair and mud on his heels, he did not know how to go about finding a lodging house, so he spent his first night in Madison under a tree over on the campus. (Laughter).

Leslie Reed—he lost his traveling bag on the way over here and of course he was all out of "shorts" about that the whole week. (Laughter).

I have been attending these meetings for 20 years—I have been at most of them—but I do want to say that that first meeting was outstanding in one particular. That was the absolute sincerity, and the intimate relationship that we six developed around the table in those two days. I have had occasion, to which the Chairman has already alluded, to spoof some of the members of this organization for what I deemed a lack of ingenuousness on their part, the depiction of the beautiful and glorious conditions which prevailed on their home campuses. It was only yesterday that that stern critic, V. I. Moore of Texas, told you frankly that you are all incorrigible liars when you come to a Dean's Meeting and tell how good things are at home. There was absolutely none of that spirit present back in 1919. (Laughter). We really sat around the table and bared our hearts to each other. It was in complete intimacy of confidence, and each member of the Conference had helpful advice from every other member. We really did get a great deal out of it. We cemented a bond of friendship there which has never been broken. It was really a wonderful experience.

I want to present to you these veterans of that long ago period, and have them say just a word to you. But, before I present them, I want to present another veteran and have him stand up and greet you for just a moment. He is really a veteran who became a member of the faculty of the University of Wisconsin in the year 1875. He arose through all the ranks successively until upon the death of Van Hies in

1918, he succeeded to the presidency of the University, and when in 1919, we six men, who did not know we were a Convention or an Association, and had not thought of having the President come down and address us, took our hats in our hands and walked off up the hill to greet the President and pay our respects to him in his office, it was to this man to whom we came. To me, through all these 37 years I have been on the campus, he has stood for what is best in life at Wisconsin—the best in intellectual life, the best in scientific research, the best in character and standing—he has been my model throughout. I have been a very unworthy imitator. He remained President of the University until 1925, when having rounded out a complete fifty years of service to the faculty of the University, he retired of his own volition and against the wishes of every one of us. He retired to a life of pleasure—his research, his beloved work. Today in his 87th year, he starts for the University at 7:30 in the morning. He is in the laboratory before 8:00. He accomplished more than any other three research men on the campus and is still as cheerful and as delightful a speaker as he ever was.

I want to introduce to this assemblage President Emeritus E. A. Birge, of Wisconsin. (Applause).

President Birge: Toastmaster, Members, and Guests of this Association of Deans of Men: You are not going to get a speech out of me and I am not going to try to make good all the stories that Goodnight has been telling you about me. But, my presence here does bring back some of the good old times very vividly to my mind.

In 1883, I, with my wife and baby, moved into a house which stood just about where these tables are, and in that house I lived until I became President of the University and moved to this hole in the ground which you may possibly have noticed. (Laughter). Now, all that time I have been learning and I am going to tell you the latest piece of education which I received does not harmonize exactly with what Dean Goodnight has been saying, but it is more truthful. He has told you that I am President Emeritus and that is correct. I think there are other emeriti present here also and they may be glad to hear this information. I have learned the derivation of that honorable title "emeritus." I am told it comes from the old Italian language which used to be spoken in Italy and in former days was studied in colleges. A professor in a graduate school of some university expecting soon to retire, assigned to one of his students as a subject for an address, to find out what it means. He got the following report: "It comes from two Latin words meaning 'he is out of a job'." Emeritus, he very well deserves to be. (Laughter and applause).

Dean Goodnight: Dean Leslie Reed, Iowa State Teacher's College. (Applause).

Professor Reed: I am embarrassed tonight because the topic that I might discuss is so circumscribed by this occasion that I will not dare to reminisce, because then you would assume that I was really one of the

old timers. (Laughter). I would not dare talk shop in polite society because then you would know that I was raised in the "tall corn state". I do wish to say, however, that I have enjoyed the associations of my contemporaries. They have been very helpful to me. Where I have had my thousand to work with, they have had their thousands. All I needed to do was to sit and listen to their comments, and to the solutions of the problems which they have had, then I would retire to my place of work and everything was easy for me. (Applause).

Dean Goodnight: Dean Robert Rienow, of the State University of Iowa. (Applause).

Dean Rienow: Mr. Goodnight, Mr. President, Dr. Birge: This is 20 years, and for me another anniversary rounding out 25 years. But, I think probably there are some compensations that come even with advancing years, and one of those is perspective—memory and dreams that have come true. I would not have had it otherwise. I want to say to you in these few moments, that if there is ever a person entitled probably to be pessimistic on this rising generation, it is a Dean of Men. Perhaps he is entitled to it. But, as I look back over the 25 years and think of the close friendships that have been made with you men—many of you now I do not know intimately—and as I think of the work that has been done, and the happiness I have gotten out of it, I would not have had it otherwise. I only hope and pray that the younger Deans of Men may not forget the spirit in which that first group met. It was the spirit of service.

We came together because correspondence was so cold, and we found common subjects, common problems. What were they? They were the boy. Ours was a work of service and, I think, a work of love. Whenever we forget that the office of the Dean of Men is not purely administrative, is not in any sense academic, but is purely a central service station where boys may come and shut the door and tell their trouble and find a kind sympathetic, wise philosopher friend, and companion, whenever we lose that then we have indeed come to the point of the vanishing Dean of Men. I hope that these younger men will realize that the finest opportunities they have is when they sit across the table from a boy and enjoy each others company, not with the idea of solving his problems for him, but leading him to solve his own problems.

Fellow Deans, when we do that then we make higher education in these institutions, real places of education and then we get the confidence and respect of the fathers and mothers, and that is fundamental. When my boy goes to college, I do not care anything about John Jones or Bill Smith, it is my boy that counts. And the boy from Podunkville, whose father and mother never got beyond the eighth grade if that far, they are interested in him. I am sure it must be a splendid feeling on their part to find that there is someone there to treat him as a personality, as an individual, and not as a number.

I have enjoyed these meetings. I have not been able to attend as

often as I should have, but as often, at least, as I could have. My missing them has been my misfortune and not yours. May this work go on to larger and finer fields of effort in the hands of you young men who have years ahead of you to carry on the splendid work. (Applause).

Dean Goodnight: Dean Edward E. Nicholson, University of Minnesota. (Applause).

Dean Nicholson: I remember that first meeting. I think it was one of the pleasantest, and I know, one of the most instructive and successful meetings I have ever had the pleasure of attending, because of the intimacy, the freedom with which we discussed. It seems mighty hard to me tonight as I face this large group of men interested in this work, to realize that 20 years have gone by. As I look back at the 20 years, I wonder what we, those of us who met in that first meeting and those who followed after us have accomplished. It is hard to put your finger upon any particular thing and say, "We accomplished that." But, I am assuming a little credit for the group, for some of the great changes that have taken place in our colleges, in the relations between faculties and students, and the better mutual understanding by each, of the other's problems.

It was not very many years ago that there was no mutual understanding, that there were no responsibilities, no feeling of responsibility on the part of students to their college or to the faculty. But, there has taken place a great change in respect to both of those today. Those of us who were familiar with fraternities and their relationships of that time, realize that a wonderful change has taken place. We also realize that there is a greatly improved understanding on the part of our faculties, in regard to the students. They are thinking of them as individuals. On the part of the students there is a greater feeling of responsibility to their institution and a greater appreciation of problems of administration and faculty. Let us assume we have had something to do with that and take a little credit for it. I do personally, so I think we might make it go round.

There is one thing which I regret. I regret very much the lack of understanding or appreciation of the work which these men are doing with the sons of the citizens of each of the states. There are very few people who have any realization of what you do with and for their boys. I think that is due to you. We should find some means of giving more information and making fathers and mothers and faculties and others realize just what we are doing. By that I do not mean that you and I should go out and tell of our experiences. I feel that if we as individuals rushed to publicity, we would ruin our influence, because as Rienow just said, these boys come to us seeking many times, just an outlet, an opportunity to express themselves in words, to get the trouble out of their system, they come because they feel that it is a very confidential relation set up there. They feel perfectly free to come in and tell their innermost troubles and secrets. If they had the slightest idea or the slightest feeling that we were going to turn around

and use those stories, as good stories, as interesting stories, as stories to build up prestige, we would no longer have that relationship. Even in discipline—I know that all of us have to face problems of discipline, and we have I think in practically every case, the privilege of dealing solely with that individual before us at the moment. Irrespective of precedent, we are privileged to do what we think best for him. Is it not possible—and I am speaking now to you, Mr. President, and your body of directors—that some means may be found whereby the public, all of the fathers and mothers, and our own faculty associates may have some idea of this personal and peculiar relationship existing between these boys and ourselves, and in that way build up a better appreciation and understanding of the possibilities of such an office?

Again let me repeat, we cannot publicize. Just as soon as the students begin to feel that we are using them for laboratory material to carry on laboratory tests, the whole problem becomes mechanized and the personal relationship is gone. Just the minute they feel we personally are seeking publicity by repeating and publicizing all these stories which they bring, our influence is lost again. In other words, as individuals, we cannot publicize if we wish to maintain the friendship and influence, but for the good of the whole group, the good of the institution, and the fathers and sons, I do feel that some way must be found whereby they can know of this relationship and what it is producing.

I have enjoyed this meeting—what I have seen of it—very much. I regretted that I could not be here for the first part, but I do not believe it will be possible for this meeting to equal the first one I sat in, with Goodnight, Reed, Rienow, and Strauss. That will live in my mind for always. Thank you. (Applause).

Dean Goodnight: President Gardner, we have had our say. Take it away and give it to that young man over there, Coulter.

President Gardner: I think that I speak for all the men here when I can assure you people who like to call yourselves old timers, that we will do the best we can, but we still expect you gentlemen to be in the front rank carrying the torch, and we will still be behind you. We will do everything we can to carry forward what you have started.

There are some people who have been with us from time to time, who wish that they could be here. Some of them have sent messages. I am going to ask the "gallant boy" to read what he has received.
Dean Turner.

Dean Turner:

"GREETINGS TO THE DEANS STOP AM STILL BOOK
WRITING IN KENTUCKY STOP SKEETER NOW IN
MUCH BETTER HEALTH SORRY WE CAN'T BE WITH
YOU.

(Signed)

JIM ARMSTRONG"

**"MAY THIS TWENTIETH ANNIVERSARY MEETING
BE THE BEST EVER**

(Signed) **STEWART D. DANIELS."**

**"PLEASE CONVEY MY REGARDS AND THANKS TO
DEAN GOODNIGHT AND THE OTHER MEN WHO GAVE
THEIR TIME AND INTEREST TO STARTING THE
ASSOCIATION STOP I DESIRE TO EXPRESS MY IN-
TEREST AND SUPPORT OF THE ACTIVITY AL-
THOUGH UNABLE TO BE PRESENT AT THIS GATH-
ERING**

(Signed) **GARNER E. HUBBEL
PRINCIPIA COLLEGE ELSAHL ILL."**

President Gardner: Thank you Fred.

Horace Greeley, the famous editor who was, I believe, the purest in every way, believed that the word "news" should always be treated as plural, and so one day he wired a reporter and this was the wire, "Are there any news?" The reporter wired back, "Not a new."

There is "no new" I can say about the next speaker, but what he has to say, I think is always "new" to all of us. Our mentor, Stanley Coulter. (Applause).

Dean Stanley Coulter: Mr. Chairman: If you think you are going to get me to admit I am old or a veteran, you have another guess coming. I did not appear at the first meeting, but I did at the second one which had increased the membership to seven, so that I began a very early experience with them. I had been asked by the gentlemen to read a paper and I prepared that paper with a great deal of care. When I got to about the third sentence I was interrupted and then the other six had a discussion on the question he asked. (Laughter). Before I got through, I had read about five or six sentences in that one paper but I stirred up a big discussion.

Some of us wonder at the drift to colleges of the students in increasing numbers generally running up into the thousands and tens of thousands. If those three gentlemen arise in a group, you can see why. If colleges turned out men like that, certainly they will turn out men like that later. So, I think that this influx of students in the colleges has been due to these Deans of Men.

A few weeks ago I had a talk to make in which it was announced that I would deliver a message. That announcement was repeated three times and that word message appeared often in those notices. I thought that it must have some cryptic meaning and so I began to search the recesses of my mind—what was left of it—and I concluded that the message meant something that was short. Usually a message was ten words long. While they did not say anything about a message tonight in the program, I am inclined to believe they thought it would be a message and that I would be satisfied with ten minutes—or ten words. But, I will not promise anything. I am getting too

old to make promises that I might not be able to keep. I was sitting for two days listening in this meeting and that is a rather hard task for a Dean of Men—to sit for two days and hear other men talk without saying anything yourself. (Laughter).

As I was listening during the speeches, the thought occurred to me that after all, there had not been a very great change in the problems that confronted humanity, or any great change in educational institutions or purposes. Of course there has been an increasing complexity, not only because of the increasing number of students, but because of the industrial development and because of the fact that so many people have developed a new philosophy of life, that the way to achieve is not to work, and the way to save is to spend money. We have sort of confused matters a little, but after all there is not much difference.

It is a good many years ago when I went to college and I promise not to be very reminiscent. But, the problems of that day were just the same as today. The mechanisms were not as complex. They had not heard of Deans except as church officers and most of the Deans I know here are very far removed from church officers. (Laughter). The problems I say, were the same. The tools we used were, perhaps, a little bit different and yet, after all, what was the purpose of the college in those early days? It was to take a lot of half-licked cubs and try to develop them into men who would fight to get into the civilization into which they were bound to go. It was thought that that could be done best by certain tools that were time-honored—Greek, Latin, mathematics, with little touches of science, and biblical antiquity—things of that kind, not heard of yet. But, they did not hurt the people that had them then. But, even then the fact emerged that what he was getting out of college was not exactly what he was getting out of the book. It would not be very long before he forgot the names of the books. He was pretty certain that he would very promptly forget in the second semester, all he had acquired in the first semester. Even in those old days we had some of these modern ideas.

I remember when I was in college they had this repetition series of examinations. At the end of the sophomore year we were examined before a committee of the faculty for three days on the work we had covered in the freshman and sophomore years. It was an oral examination but it was none the less brutal because of that, because some of the professors were fact finders and not content with general conclusions. At the end of the senior year we had a whole week in which a committee of the board of trustees and faculty combined, examined us over the progress we had made in the four years of our course, and they were liable to pick us up on freshman mathematics, sophomore Greek and junior Latin and English.

But, there are some things the college gave me and I suppose that this University and every university is giving them to the thousands and tens of thousands that attend. They are giving them exactly the

same things that those old time little colleges gave to these veterans such as Dean Rienow, Nicholson, Reed, and Ex-President Birge. They are making them understand in the first place that the world is a little bit larger than they thought it was when they came here. That is really a rather worthwhile thing. It is a bit of information that a young person needs. If he stays in the local village or in the city in which he lives, he does not realize the magnitude of the world of which he is a part. It is only when he comes in actual contact with it through other people who have other ambitions and other aims, aims that he had never dreamed of in his philosophy, who are planning work in life that he had never imagined existed, when he comes into the presence of a world like that without any knowledge on his part, he begins to realize that his aims and ambitions would not fit into that world.

I really think that in spite of your books, the university is going to make a better man of the one who comes into your university simply because of the fact that they understand that they are in a large world, and that it takes great men to do the work of a great world. In this way, that ambition has become higher and the aspirations become more lofty and they catch ideas that they never would have caught save for the associations that we find in the college—the associations of matured manhood and of eager, growing, enthusiastic youth.

Yes, that came in those olden days, in those smaller colleges—that vision of a better world—and we began to find, too, that we lived in a causal world. It was not taught in the text, but we lived in a world in which, given certain causes, certain results would follow.

Discipline Committees existed in those days and the students soon found out that it made little difference how wealthy the parents were, if they sowed idleness, they would reap failure, and if they sowed dissipation and carelessness, they would risk being something perhaps worse than failure. They would earn the stigma of a suspension—I know because I have earned them all, (laughter) during my course in college. Those things are educative and I have sometimes wondered whether the students who come under our control here, learn so much from the books as they do from the environment in which they find themselves—this effervescent environment with multitudinous interests, multifarious activities. You cannot live in an atmosphere like this without growing into a little finer life. So, when we come to the work of the Deans of Men, there is nothing to say about that except that the Deans of Men always existed though people did not know it. Deans of Men will always exist although in the future they may be called by other names. They may be divided and subdivided until there is very little left of what was the original anatomy of the Dean of Men; but those parts will never take the place of the real Dean of Men and he is always in some faculty, always exerting the influence. I am speaking of the Universities of Wisconsin and Minnesota because they are large and proud and have all these other lesser institutions which we happen to represent, beat—not measured by the courses of study,

but measured by the men managing the institutions, measured by the men that in some sort of way have found that their living in a causal world, their existing, is something like duty. They have begun to regard duty as a personal obligation. A good many of us recognize duty, a good many of us apply it to other people and say that that is the other person's duty, but are very loath to apply it to ourselves. But, there are occasionally men even in faculties who feel the personal sense of duty. That duty is to the person nearest at hand, and that person is the student. The person who sees in every student a possible citizen—one who will work for the good of humanity, for the advancement of civilization, for the purifying of life, for the ennobling of aspirations, a life that will lead to serene certitude in its later years. No one else but the Dean of Men is really the heart element in a university. He is the one who is proud, of course, of study he has administered. He regards the tool of infinite importance. But, actually, no man was ever incited to noble, unselfish self-sacrifice in his work in order to lift other men into a finer and higher life by a course in mathematics, or by a course in biology, or by a course in ethics, but thousands of men have been given the stimulus to a higher life, have been given visions so will-compelling, and alluring, so as to lead them into magnificent action of self-sacrifice because of the influence of a man, a man who has had you in his class, who has met you on the campus, by whom you were advised and whom you feel rings true, who is not seeking to advance his own interests, he is seeking to advance yours. He realizes that the honors that have been conferred upon him are not honors unless he is worthy of them, and he knows he cannot be worthy of them unless in some sort of way, out of his riches, he gives to others.

The finest thing that he can give, the only thing that he can give that will last through life, that will awaken in a youth the purpose that is big enough and deep and strong enough to float all the years of life, is by his own life, by his own unselfishness, by his constant sympathy.

If the colleges ever fail it will be because of the fact that you and I are looking at it as a job instead of an opportunity that is given to very few people to come in close contact with countless numbers of young people and influence them in such a way that their lives will become finer, their lives will become truer. As the Dean is doing this work, this routine work, part of it is in the classroom, part of it in his office, part of it in visitations with the students and consultations with them, and part of it in the silence of his own home in the presence of his thoughts, of what he has done and what he has attempted to do; unless he lives his work from day to day, they cannot do it.

I must remember the old poem that "We must look only to this day".

"Listen to the Exhortation of the Dawn!

Look to this Day!

For it is Life, the very Life of Life.

In its brief Course

Lie all the Varieties
 And Realities of your existence;
 The Bliss of Growth,
 The Glory of Action,
 The Splendor of Beauty;
 For Yesterday is but a Dream
 And Tomorrow is only a Vision;
 But Today well lived makes
 Every Yesterday a Dream of Happiness,
 And every Tomorrow a Vision of Hope.
 Look well, therefore, to this Day!
 Such is the salutation of the Dawn."

The true Dean of Men is living his life with the student's sacrificial life, with the student's eagerness, for their welfare, their highest welfare day by day. In no other way can he live it. These veteran Deans have lived their lives in that way. I do not go back as far as they do—I am only from the World War, they are from the Civil War. They have shared their fellowships with each other, their experiences with each other, their problems with each other, and the marvelous thing about it is that it makes very little difference whether the problem comes from Texas, California, Missouri, New York, or from Wisconsin—I might name all the states of the Union. The problems are the same. How can we develop a manhood, an outlook upon life, a purpose in the youth of this country that will fit into the increasing demands that are made upon them?

I am very proud of the fact that back 20 years ago man began to see these problems more definitely and to attack them more intelligently. Of course, we have been falling behind into the trouble that has come to every organization—we have been apt to multiply card catalogs, or figure devices, but you are not doing your work through card catalogs or through systems. It is the men you are working with. It is not that you may have a perfect record of any man, but you may make a perfect man. That is your job—not developing records, but men, not developing systems, but developing men, and that is about as heavy a calling—drawing upon your strength, upon your mind, and upon your heart, as no other profession does.

I look back over my many years of university connections and I have had multitudes of disappointments. I have seen fine men going along and somewhere have not been able to contact them in a helpful way. That is heart-breaking. I have seen weak men lifted into strength, rather dull men awakened even into a sense of their own power, and that is satisfactory. I have seen men who are careless in their lives come into lives of purity and cleanliness, and that is satisfactory.

The Dean of Men is more than an office, the Dean of Men's office is a life—a life that is so wrapped up in the splendor of its purpose, in its possibility of dissemination through conquest in generations of students, that it takes upon itself a complexion unlike that of almost

any other work. Now, I can say that because I am an emeritus. I will accept the definition of President Birge, but during those years I was living there in the midst of students, I found out a good many things. I found out very soon that when I was dealing with students, if there was one thing I had to do, it was not trying to impose myself upon the student at all, unless in some sort of way I could make the student want to come to me and feel that I could help him. I had to learn too, that I might have one opinion and the student might have another and the chances were pretty nearly 50 to 50 that the student was right. As you get farther along in life you do not see things in their surroundings as you might have done in your youth. Times have changed and you have not quite kept pace with them. The young man is always a little in advance of his time, so he may be right, and if the student recognizes the fact that you realize that he is a thinking human being, that he has a right to opinions of his own, that his judgments are worth considering, you will have no trouble in managing that student. But, it is only when you and I with a little brief authority strut our little pageant on the academic stage, that we begin to make the Dean of Men a laughing stock. You cannot work with men in that way. Men are living souls, with just as high aspirations and longings and enthusiasms as you have.

But, I am not going to take your time. I ought not to have taken this time. They told me to make a long speech and my wife told me to make a short speech, and to quit when I came to a good quitting spot. I do not have to live with the Deans so I probably will obey her and not make as long a speech as I had intended. My preparation is full and complete. I never write anything as you can see. I never make notes as you can see from the illogical trend of this talk, but there is one thing I do feel supremely. I feel that you men who are Deans of Men or Advisers of Men, or whatever you might be called, you men who are brought into contact with these students constantly, should live as examples of what life ought to be—a life of purpose, a life of enthusiasm, a life of achievement, you ought to show just what methods that leads into. That, far more than any words of yours will influence the student.

I do not remember any of the subjects which I took. I think I forgot most about what moral philosophy is, unless it was mathematics. I completed mathematics and came to analytical geometry. I elected Hebrew instead of analytics. That is the only option I had. I took Hebrew and after these years, I can speak the first four letters of the alphabet. That is the extent of my knowledge. But, I will never forget the man who taught it. I will never forget his unselfishness, his interest in every student that came into his classes, and with whom he came in contact, and I will never forget the influence of my professor in mental philosophy, or my professor in Greek. What made me? Not the studies I took in the university, not the "thou shalt" and "thou shalt not" of the university, but men—real men—who are making of life the best possible. That always appeals to you. They may be a

little careless, maybe a little debonair, maybe a little bit indifferent at times, and yet after all, it sinks deep into their hearts and years afterwards there will come to you letter after letter from men whose lives you have touched, thanking you for the helpfulness of your touch. If you have not gotten such letters you had better resign as Dean of Men. In some way, you have missed the road that leads into the heart of the students.

We may pride ourselves upon what we have done, how much more perfectly we are managing these universities, how we are carrying on the successful management in spite of great numbers and wide differences in the social status and in the life outlook of the student body. We may congratulate ourselves that we are carrying on well, and when you come into the "emeritus days" and look back over the years, you look back over them with some satisfaction and pleasure, but you will look back upon them with very much more sorrow and with a great deal of heart burning, not because of what you have done that was wrong, but what you might have done and did not do. That is the tragedy of life—not the wrong you have done, not the mistakes in judgment you have made, but the kindly action and helpful deeds that you might have done if you would.

"I never cut my neighbor's throat,
My neighbor's gold I never stole.
I never spoiled his house or lands,
But God have mercy on my soul.
"For I am haunted night and day
By kindly deeds I might have done,
With unattempted loveliness.
Oh, costly valor never won." (Applause).

I forgot the most important thing I was asked to do. I belong to the ranks of the Emeriti. I think it is the pronunciation of Deans. I am one of two existing Deans Emeriti. I want to welcome at this time into the group of Emeritus Deans, a man who will become an active member of the Deans Emeriti next September, and I want you to look at him as he rises before you, to see how beautiful a life well filled will make a rather abrupt physiognomy. Dean Culver.

Dean Culver: I think the trouble is that I am a twin of my physiognomy. (Laughter and Applause).

....Announcements....

President Gardner: We are adjourned.

....The meeting adjourned at nine-thirty-five o'clock....

SATURDAY MORNING SESSION

April 30, 1938

The meeting convened at nine o'clock, President Gardner presiding.

President Gardner: Dean Park has the report of the Committee on Honorary and Professional Societies, to make to the Association.

Dean Park: You will recall that a year ago your committee reported the formation of the National Committee on College Societies with representatives of the National Association of Deans of Women, the Association of College Honor Societies, and the National Association of Deans and Advisers of Men forming the committee.

The Association of College Honor Societies is perhaps not so well-known to this group as are the other two organizations. Founded in 1925, it originally included the Phi Beta Kappa, Tau Beta Pi, Sigma Xi, Phi Kappa Phi, and Alpha Omega Alpha societies in its membership. At a later date, the Order of the Coif and Omicron Delta Kappa were added to the Association. In 1937 Beta Gamma Sigma, Mortar Board, and Phi Eta Sigma were admitted. Sigma Xi and Phi Beta Kappa have withdrawn within recent years, but the objectives of the Association remain substantially the same, namely, to indicate by election those societies believed to be outstanding in their fields and to aid where possible in setting standards for college societies generally.

The National Committee on College Societies spent some time in a revision of the definitions presented a year ago. It was recognized that any definitions used must be broad enough to cover a wide latitude since there is little uniformity in the field of study. The definitions finally arrived as follows:

1. An organization shall be deemed an "Honor Society," only if it receives into membership, irrespective of membership in or affiliation with other organizations, those who attain its standards of high scholarship, professional merit, proficiency or distinction, upon approaching the completion of at least three years residence study in a college or university of recognized standing; such membership being conferred on no basis of selection other than character and eligibility upon scholastic or professional record, and being consummated without formal pledge or secret order training. In no case shall election include more than the upper 20 per cent of the class from which members are drawn.
2. Organizations shall be considered "Professional" if they be established in schools or colleges of recognized standing devoted to vocational or professional training and if membership be drawn exclusively from students regularly enrolled in and pursuing courses in such schools, or from persons actually engaged in such vocations.
3. Organizations meeting all requirements of the "Honor" society classification except that of late junior year election shall be classified as "Recognition" societies.

4. Organizations whose members are selected on any basis other than scholarship or professional attainment shall be classified as "Campus Leadership" societies. (This to be interpreted as including societies electing members on the basis of leadership, service, or extra-curricular participation of any kind with or without scholastic requirement.)

5. Organizations whose members are selected as a result of interest or participation in racial, religious, social, political, or avocational activities shall be classified as "Interest" groups.

6. Where group life is the central interest of an organization, it shall be classified as "Social."

7. Where class Six groups restrict their membership as indicated in paragraph two, they shall be classified as "Social-Professional."

Copies of these definitions were sent to 300 presidents of colleges, universities, and professional societies together with the following letter:

"The National Committee on College Societies was established to deal with the rapidly increasing number of national student societies established for every conceivable purpose. Most of these societies are legitimate, some are not. The Committee hopes to accomplish its purpose in the ways listed below:

- a) To answer requests for information on particular societies
- b) To promote amalgamations
- c) To limit duplication
- d) To establish standards
- e) To accredit on the basis of information secured
- f) To discourage the rise and growth of needless societies. The N. C. C. S. has adopted the definitions listed on the enclosed sheet. If the terminology used meets your approval, may we suggest that you groups be so classified. Note especially the non-use of the term "honorary." The reprint enclosed is an attempt to so classify the groups of a single campus.

"We shall greatly appreciate your comment, or that of the college officer most concerned to whom you may refer this memorandum, as to the desirability of some action in this direction. Perhaps you have made some investigation as to your local situation. If so, we shall be glad to learn of it. Perhaps it is not a problem with you. This, too, we shall be glad to know about. The Committee hopes to secure the cooperation of all persons interested in this phase of extra-curricular life."

The reprint referred to was that of a section of the Ohio State University Student Directory with the organizations classified according to the definitions adopted by the National Committee on college Societies.

Our response has been most encouraging. More than a hundred college administrators were interested enough to express their interest and offer their assistance, if required. On a large number of campuses, chiefly those of a single religious group, there are no national student societies. In some small colleges there are but two or three. The Committee was glad to discover that no problem existed in these areas.

On the campuses representing the great bulk of student enrollment, however, there seems to be a genuine concern as to what the future holds for college organizations. Students as well as administrators are concerned. College editors have expressed themselves vigorously on a number of campuses, notably at the Universities of Illinois, Purdue, Missouri, and Wisconsin. Faculty-student committees have studied the student organization question at Oregon State, Illinois, Akron, Denison, Iowa State.

Suggestions to the Committee have varied all the way from that of adding a sixth objective, namely, "a few major operations," to that of compiling a list of approved societies. An interesting comment follows: "We do most definitely have a problem in respect to the duplication of undergraduate organizations and the consequent waste of student time and energy, not to mention dues. We find, however, that in many cases the organizations possess faculty sponsorship which makes it rather difficult to weed out the less necessary ones; that is, some professor usually becomes very interested about the time a hitherto moribund organization is prepared for the axe. Possibly you have had some such experience as this and you probably know what I mean." Inquiries as to the worth and usefulness of particular societies have begun to come to us from administrators. Some of my listeners have been of help in such evaluation as we have made.

The National Association of Deans of Women has had a most interesting response to an inquiry sent out by its cooperating committee. This inquiry asked the Deans of Women to list the organizations on their campuses to which women belong (including those to which men also belong) in accordance with the National Committee on College Societies definitions. If difficulty was encountered they were asked to list the specific organizations which did not seem to fit the definitions and to tell why they did not fit. Replies from over 166 institutions are now being studied.

The replies would seem to indicate that most student organizations can be readily classified, with the single exception of student governing bodies, which usually have a rather loose national connection with little expense or control involved on the part of the national organization. The information secured through this method is now being tabulated and will shortly be at our disposal.

The Committee on College Honor Societies will not make pronouncements without further foundation, but it is already evident

that certain groups, for example, some of those in the field of music, are overcharging their members with national initiation fees reaching as high as \$35. So far as this committee is concerned, any society in any field charging more than \$15 initiation fee will have to demonstrate an unusual return to the student before being endorsed by the committee. Another widespread practice is the sale of emblems and insignia at a price which yields a profit far above the cost of handling, with the purchase of such materials insisted upon. Granted that insignia are desirable they should be sold at a reasonable price without concealing an important source of income to the national organization. On the other hand, we should emphasize again the fact that most student societies are worthwhile, are carefully administered, and while their usefulness may be questioned their purposes may not.

We have been approached as to the desirability of having a study of college societies made by the United States Office of Education. If this can be worked out it would appear to be highly desirable. The resources available are, of course, much more adequate than those of the present committee with whom the study must necessarily be an "extra-curricular" affair. If such a study were to be made, we shall be glad to make available the material in our files and from that point function merely to give effect to the policies delegated to us by our respective Associations. Respectfully submitted, J. A. Park, Chairman. (Applause).

Dean Findlay: Can you give us Dean Park, the names of a few institutions where the process of scrutiny is going forward, so those of us who are endeavoring to do the same thing, may coordinate our efforts?

A second question is from our campus in a study inaugurated this year. We find something like \$5,000 going off to the national organizations from which we get no return or very little. I am wondering if the Committee in the survey of the financial sections of the problem has anything to offer in terms of securing cooperation from the national groups in cutting down the initiation fees to something that might be called reasonable?

Dean Park: In response to the first question, I refer to studies at Oregon State, Illinois, Akron, Denison, and Iowa State. With respect to the second question, Sigma Delta Chi, for example, journalistic society has taken the lead in cutting the initiation fee substantially. It will be a slow process but I think when the Committee reaches the point where it is ready to establish an accredited list, we will see the societies with very large initiation fees falling into line. There is no doubt about the number of societies charging far beyond what they return to the students.

President Gardner: Is there any other question?

Dean Hamilton: What position do we hold in the policy of this Association to have the Deans of Men take the lead in investigating their institutions?

Dean Park: As I see it, procedure will be something like this: A Dean will write in about a society which proposes to begin its work on his campus and he will inquire as to our opinion of its usefulness as an organization and we will try to make available to him all the comments that we have had on that society from a number of campuses. We are able to do that to a limited extent now, but not to a point where we are ready to announce publicly.

Dean Beaty: We made a survey of this kind several years ago at the beginning of the depression; the result was that two or three of them got the axe. We find now, that at least one of them is trying to reestablish itself on the campus.

President Gardner: What is the relation of your Committee to the Association of College Honoraries. As I understand it, we, as an Association have no definite relation. We have given it no backing as such. Would you answer that question and clarify it for us?

Dean Park: The situation is simply this: Dean Esther Gaw represents the Dean of Women, Professor P. W. Ott, the Association of College Honor Societies, and I represent this group in a cooperative Committee called the National Committee of College Societies, and our relationship with the Association of College Honor Societies is no more direct than that. They have contributed a member to our Committee investigating the situation.

Dean Hamilton: They are working with you all right, are they not?

Dean Park: Oh, yes.

President Gardner: Are there any other questions?

I believe that Dean Park's position is an annual affair. What is the Association's wish about continuing our cooperation with this joint Committee which he has mentioned, for I should say another year?

Dean Louis H. Dirks (DePauw University): I move it be continued for another year.

Dean Heckel: I second the motion.

President Gardner: Is there any discussion? I might say that we have, as an organization, subsidized this joint Committee last year, to the point of \$50.00, and I believe Dean Park said they would only need approximately \$25.00, and that is what he is allotted at this time.

Is there any discussion on the motion? All those in favor respond by the usual sign. All those opposed, likewise.

The motion is carried.

Last year Dean Lancaster asked the next speaker to come to Texas. He was all set when he had a great tragedy in his family which prevented his coming. He has come back to us this year.

This session has been unique in many ways. I believe this is the first occasion where the presiding officer has had an opportunity to introduce the Dean from his own institution. I am particularly proud to introduce to you this morning Dean Gauss, who will speak to you

upon the subject, "The Campus and the Undergraduate."

Dean Gauss. (Applause).

Dean Christian Gauss (Princeton University): Mr. Chairman, Fellow Deans: The subject I took was a rather large one because I felt this was a good time to get anything off our chests, and in my own mind I wanted to deal with the relation of campus undergraduate life to education. That is, how much of a factor and what kind of a factor is it in our general educational process?

I was very much interested yesterday to hear President Kent and then President Dykstra telling you the same things I am planning to tell you this morning.

A good many years ago, a few of the old time Deans will probably remember it—Dean Culver perhaps—in the early nineteen hundreds there was a meeting up at Cambridge. They discussed education and everybody had been very enthusiastic and then they called Professor William James to the platform and he spoke rather pessimistically.

He was very discouraging. He said we talk about education and assume that education is the salvation of democracy—a very frequent statement that we all make. He said he was not quite so sure. He had been in college teaching many years and he had lived there in the educational center of this country, he had been reading the papers and for many years back he had found that every time there was some scandal in business or social life in Boston, if you kept on reading long enough you would find that somewhere in the offing, behind this abuse of democratic or social practices, you would find a college man—usually a graduate of his own college, Harvard. Evidently, he said, education as such, is not enough. It has to be of the right kind.

Now, there is another incidental factor I wish to bring to your attention. If we look through what our alumni do, I hope we will not find many of the type that William James was thinking about. We will find, in general, that the college alumnus does not play the part in this country that he should and when I say alumnus, meaning the male graduate of the college. If you go around through the country visiting university clubs, you will notice altogether too frequently, that they take no action whatever that has anything to do with forwarding the cause of education in democracy. You can have as serious a scandal as you please, professors dismissed for cheap political reasons, for instance, and the university clubs sit tight, take no action, do not even speak their mind. We are supposed, in America, to be teaching young men who are going to shape a democracy, and somehow we have failed to create among college alumni a sufficiently high degree of responsibility for democratic processes.

Thinking of that subject along that line it occurred to me that we ought to look first at our problem in this light. Who is it that we teach? Where do they come from? Now I know we like to believe that we are dealing with the upper crust, the ones with the best intellect. We used to believe that. In the light of all the studies made in the last

ten years, we cannot believe that any longer. You and I know that we get about as many people from below the median line into college as we do from above. So, we are not dealing with the intellectual elite in the country.

What stratum of our society are we dealing with? Now, as I see it, there is one factor which most of our investigations of recent years have not properly evaluated. I still believe that we are dealing with the man from the economically privileged class. I say that for this reason: Most of us know we have some young women on our campuses and many more young men who are earning all or a large part of their expenses while going to college, and we therefore assume that anyone can go to college if he has sufficient gumption. We imagine that no matter how poor a boy may be, he can come to college. I do not think that is the proper way to approach the problem. A boy of 18 is not an independent economic unit. He belongs to a family and the unit you have to consider is the family. Now, a boy of 18 is potentially a wage earner as well as potentially a college student and in many cases the wages that he is capable of earning go to the family, and therefore, the family from which he comes, is a much more important factor than most of our studies on that subject seem to indicate. Consequently, the economic factor is much more important in determining who comes to college than we are usually willing to admit.

The man who comes to college is most likely to belong to one of two groups. First, if his parents have gone to college he is much more likely to come than if they had not. We ought to admit that we are a privileged class. The second factor that seems to be the most important, is how many extra-curricular activities did he engage in, in high school. I think when parents went to college, the figure in Ohio was that 66% signified their intention of going to college. Where they were engaged in 14 or more activities 64% of the total batch of high school graduates signified their intention of going to college. This percentage declines regularly until when you get to the boy or girl who is interested in only one or no extra-curricular activities, where you have only 14% going to college. Where you combine the two—parents who went to college and the high school students who engaged in a number of extra-curricular activities—the percentage who go from high school to college, is 94%. In other words, they constitute as I see it, a privileged group, and I believe the time has come when we on the campuses should insist that they are a privileged group, and that the privileged groups in a democracy above all, must assume a higher degree of responsibility than the less privileged.

Furthermore, we should therefore, on the college campus, attempt to establish a democracy and an American pattern of life. We should not be satisfied with any social arrangements simply because, "Well, that is what they are going to find when they get out of college." In the colleges we should be leaders in providing a pattern of life for an American democracy.

Along those lines there is a long road ahead of us. You and I

also know, gentlemen, that what we teach in courses is not nearly so important as what we exemplify in our life or in the pattern of life which we provide on the campus.

Not very long ago, I was visiting on a campus and I was told by the President that they had come to the conclusion that public speaking was a very important thing and that every member of their undergraduate body had to take a course in speech or to pass such a requirement. They also had recently added to that faculty a very distinguished scholar who was teaching a course in history, and I went in to hear him. He had a lot of notes on his desk. They had not been shaped into any semblance of a lecture. He chewed his words so, that you could not hear him beyond the first three benches. Now, here in a place where they were insisting that public speaking was very important, the highest salaried man in their teaching force was not exemplifying what they were trying to make the undergraduates learn. That sort of thing, as you know, is fairly frequent in our college life and on our campuses. But, there is one other phase of the problem to which I wish to turn, and which it seems particularly fitting we should discuss here at the meeting in Madison.

The rush to the colleges as we call it, began with the closing of the frontier, and it was Professor Turner of course, here at Wisconsin who signified the importance of that closing of the frontier to American Democracy. Why should that be of any significance for us? For this reason: Until the frontier was closed, status in this country depended more or less on qualities of physical, or if you like, mental energy. They were qualities that could be exercised on in a privately owned shop. I am not only thinking of the farmer and hunter, but the blacksmith or the wagon maker or any man of that type, could in those days, if he knew his trade, enjoy status and be socially useful without any adaptation to any very complex organization and system.

Now, gentlemen, with the closing of the frontier, with the reshaping of American life that has gone on, status, happiness, and success no longer depend on physical prowess, physical energy, or even individual abilities. Status and happiness in our time and on our campuses depends on the ability to adjust activity. In other words, social competence has come to be the "sine qua non" of success and happiness. Daniel Boone, Kit Carson, and Buffalo Bill then, did not need it as the boy on the campus needs it today. I think the most serious defect in the American colleges as they exist today, is the number of psychologically incompetent, psychologically maimed that we are turning out into the community.

Now, social incompetence does not correlate with grades, has nothing to do with grades. The boy may be a Phi Beta Kappa student, he may be an A student and still suffer from that psychological or social incompetence. As a matter of fact, we pay very little attention to this problem of adjustment. It is not fatal to life and since it does not kill, we disregard it. It is fatal to success and it is fatal to hap-

piness. Now, in a time when we have as many patients in our insane asylums and in retreats afflicted with neurological or psychological difficulties, as we have in all other hospitals combined, it is about time we paid a little more attention to this problem of social competence.

If you ask most Deans, they will admit that they have some of them on their campuses. When you get down to brass tacks and want to know just about how many, your opinions will vary. I have had men tell me 25 per cent. I think that is high. Personally, I think it is certainly 10 per cent. But, no matter where you put the exact percentage, I think there are too many of them on our campuses. The thing I am trying to emphasize to you today, gentlemen, is that our present organization of life on the campus does nothing whatever, or does very little for that group. We do not normalize, we make very little progress with this type of young man.

I know in many places there is a good deal of talk, about splitting up the office of the Dean of the college and putting in specialists. I do not believe that is going to do one bit of good, so far as our main problem is concerned.

Now, I am going to touch on a subject with a good deal of hesitation because I know that it has been discussed here and you are of two minds about it. I am speaking therefore only for myself. I do not believe the fraternity system as we have it on most campuses does anything to correct this situation. You can say many fine things for the fraternity. I, myself, happen to be a member of one, and I think it is a good one. But, if you ask me, "Does the fraternity system as it exists on our campuses do us any good along this line?" I must say "No." If your experience is like mine, you can talk till you are blue in the face to the fraternities about their responsibilities to the undersocialized, and they will not elect them to their fraternities. The man who needs socialization most is the man who is certain not to make a fraternity.

You all know, particularly at this time of year, about the man who comes into your office and he wants to get a job. He sits down at your desk and looks at the carpet, and you talk to him about what he wants to do, and he mumbles "Yes" or "No." He does not look you in the face or the eye, and in almost every case that man is not a member of a fraternity. He is very much embarrassed. His failure to make a fraternity is what makes him embarrassed in the presence of any personnel officer of a bank or insurance company. We have tried to correct all this by adding courses in American democracy, in American history, literature, and American philosophy, much of which I think is "bunk," but that is not a problem here for us this morning.

I believe the time has come when we ought to attempt to have it in mind as our ideal, to make every campus a sort of ideal American republic. We ought to organize life on the campus as a pattern of what life should be in a democracy today, and we ought to make it plain to every man on the campus that we believe thoroughly and in

every phase of our life, "all for each, and each for all." That is the democratic motto if properly understood—honors and offices should go to those who are most devoted to the public interest, and not as now happens in so many cases, to those who are most popular, to those who are most pushing, or to those who are most snobbish. On this score, we have a long road to travel, as I have said, and I believe that as long as we leave this matter to the fraternities to settle, it is not going to be settled. I know that much progress has been made along some lines; I know the life in fraternities is much better on most of your campuses than it used to be, and on mine where we have no fraternities but have the same thing under another name. We call them clubs. But, I do not think they do anything to solve the problem; they thicken it up for us.

I think there is another factor that does not do us any good; that is the degree to which intercollegiate rivalries on the athletic field have grown. I do not want to be here in the guise of one who is telling you that we ought to play softer football, I do not believe that is on the cards, or that we want it. I think we need, as many graduates say, the type of man who can "take it" and can leave the field after a defeat without recriminations. But I do not think that our intercollegiate football rivalries help to make the undergraduates understand that we are living in communities which have a common interest. Neither do I wish to imply that positions on the college football team should go by any other method than by competition. If a man wants a job or a place as a halfback on the team he ought to prove in free and fair competition that he is better than the other fellows, that he makes a better representative than the other men. I think there are a number of other phases of undergraduate life in which our young men are interested and could be interested, where there should be a much higher degree of inter-collegiate comity than there is at present.

Many people say, "Well, we cannot afford the time for more inter-collegiate conferences." I think we have the time to make it possible for men who are interested, let us say in writing, dramatics or music on one campus, to get in touch with men interested in writing or dramatics or music, or with girls interested in those particular arts on other campuses, and let them realize that they are working in a common cause.

You and I know that it does us good to get together here and discuss our problems. Why should it not be a good thing and make for a better spirit generally if we could have a little closer cooperation among undergraduates in some of the things that the colleges are attempting to do? It would be an excellent thing if there were more frequent meetings between young men and women interested in those groups, for instance, here at Wisconsin, with people from Minnesota, Northwestern, or Chicago, and other neighboring campuses. It tends to develop the feeling that they are working in a common sense.

Now, I think the national student organizations are also a good

thing provided they do not take the attitude you occasionally find, that the undergraduate is the most abused and underprivileged animal in America. Whenever they take that attitude they ought to be stepped on. I do not think they should be stepped on because they are radical, because in their youthful enthusiasm they say things or as things that seem to drive campuses, sometimes trustees, and the country into tantrums but I do think they should be made to understand they are a privileged class with a particular responsibility in a democracy.

There is another aspect to this problem of educating for social competence which I would like to bring to your attention, and I do it with a certain amount of diffidence, because like you gentlemen, I happen to be a Dean in active practice and I know what the problems are. We must have in college faculties, more men who are interested, not in the student's view of American history, American literature, political economy, or what have you, but who are interested in him as a totality, as President Kent was telling you yesterday. You have to have somebody who is interested in him as such, all the way around—in his health, religion, in his life, in his happiness. We have on the college campuses altogether too many "hit and run" professors. (Laughter). The fellow who gets up, delivers his lecture over the desk and then retires to his ivory tower and lets the good work go on. (Laughter).

We do not succeed in training for social competence because the curriculum has nothing to do with it. You can achieve very little in a curriculum to correct these things and to develop this quality which our young people need today more than anything else. The average boy on the campus is going to be a member of an organization, he is going to live in a large municipality, and he has to learn the art of group-living. I think it is there that the most tragic wastage in our campuses, in our colleges is taking place today. I do not believe you can have anything like that ideal republic until our faculty and our students alike realize that they are living at a common hearth, warming their hands at a common fire and that all of them are participating members in a common household of living and of learning. The average teacher's interest—not the man in the Dean's office—must include every phase of the student's life to a much higher degree than it does now. One of the ablest college physicians that I know has told me repeatedly that he believes that 90% of the happiness of the average man depends upon other than intellectual factors. I think he is right, and I think most of us would agree.

When you talk to the average man who comes into the Dean's office and has serious troubles, and he is the type of man who should have been admitted to college, in only one case out of ten is it primarily because of intellectual difficulties. Intellectual difficulties may come, but they are usually secondary. I do not think we are going to correct this difficulty, gentlemen, until we have every single undergraduate on our campus **belonging**, and I mean really **belonging**,—so that he is a

functioning part of some organization, until you can make him feel he is an integrated part of at least one particular group. In that respect, we still have a long way to go, but I do think the chances for us to make a big step forward here just about now are so much better than they ever were before, that we ought to capitalize upon our opportunity.

If you visit any campus in this country today and you talk for very long with the undergraduates or even with recent alumni, the thing they want most is more contacts with the faculty. They want to know the faculty. Now, that does not mean they want to listen to them over the desk. They really want to know how these people live, who they are as persons, as totalities. In that recent study made of social life at Dartmouth, which I know you have read, you will find that even of the fraternity men, 80% said the thing that was wrong with the fraternity was that it did not give them sufficient contacts with the faculty. That is what our undergraduates want, and that is what we ought to be prepared to give them in much larger measure than we are giving it today. For that reason, I believe, gentlemen, that we are altogether too strong on specialization in our college faculties. I am not talking about graduate schools but about undergraduates and the campus. I believe that over-specialization in our college faculties is already a serious problem, and if we are going to aim at social competence or at giving a well-balanced ration for life to those undergraduates on our campuses who need it most if we are going to carry out any effective program along the general lines indicated, we must be more careful about recruiting our faculties. I think most of us know that when you want a man who can do this sort of thing along any lines that impinge on this problem, you have a tough job finding the right man. If you have a lot of them on your campuses, gentlemen, I congratulate you.

In the type of work that our colleges must do in this program of socializing and raising the morals of undergraduates, the most serious handicap, then, is this handicap of personnel, and only after we get rid of our "uneducated" teachers, can we hope to begin educating our students. We need specialists, of course, and they have their place particularly in the graduate schools, but we are not going to solve the problem of the undergraduate colleges by introducing into them the type of man whose training and interests consist "in learning more and more about less and less."

I do not like the use of the word "culture" and you probably do not either, but we in the colleges must assume a very heavy responsibility for having emptied it of any vital significance. You can no longer sell culture today to our young men in the American democracy. The word lacks vital heat, and it has been relegated, with some justice, to ladies reading clubs or sewing circles. Now, we have either got to recharge that word with meaning or we have to scrap it. Too often, culture means only smacking your lips or rolling your eyes, or saying "Ah" in the presence of the last futurist painting. (Laughter).

I remember not long ago, the Museum of Modern Art in New York City held an exhibition of modernistic paintings, and a friend of mine went to see it. I asked him what he thought about it, and he said, "I came to the conclusion that nothing in this world is as bad as it is painted." (Laughter). Perhaps, gentlemen, you will think that of my picture of the campus, but in too many American colleges, to be cultured is merely a matter of having been taught the correct opinions which means the teacher's opinions about Shakespeare, the Italian Renaissance, or what have you. It too rarely impinges upon life in a democracy. It has ceased to shape conduct and this is true both of our teachers and of many of our undergraduates.

Culture, gentlemen, is not real until it dominates the totality of the teacher's interests; conditions his way of living, including his use of leisure, his motivating forces, his courses of action. True culture is the quality that is apparent in the way you greet your neighbor, write a letter to your friends, or apologize to the grocer for your failure to have paid his bill. Now, the boy who writes plays, acts, plays the flute or violin in your orchestra, or sings in your glee club, or the man who draws for the college comic, has a more vital relationship to culture than some of our teachers, and alas, even our teachers of the humanities. That is one reason for "the decline of the humanities" about which we hear so much.

Culture can only contribute significantly to a man's education when he understands and evaluates the human ideals which the art of thinking of the past have shaped for us and which our art and thinking must reshape again. Only when culture becomes dynamic in this sense can it again fulfill a function on our long-suffering campuses. It is in this field that I believe a Renaissance is coming. If we will encourage it, there will be a revivification of American college education.

For this function too many of our present teachers are under-educated and over-specialized, or under-qualified, if you like. The man who can become so deeply interested in writing about the ablative absolute in Latin or parataxis in Anglo-Saxon, that he is not interested in the great monuments of the world of literature or art, is not qualified for the task we have before us.

Now, a few words, gentlemen, on the functions of the Dean's office. I have tried to tell you gentlemen that I do not believe we are going to get anywhere by splitting it up and having a lot of specialists and that sort of thing. There may be room for some of that, but after all, the problem we are dealing with is a human problem. It is a problem in human relations and can only be solved, not by courses, but by sound human relationships. The situation on our campuses being then what it is, I have only a word about our place in this picture. To be of any use to young men, the first requisite is that we must know them, not in the abstract, not merely as intellectuals, and not merely as prospective Phi Beta Kappas, we must know them as persons.

Undergraduates used to say that the most important thing they got

out of college was contacts, and by contacts they usually meant possible opportunities of meeting the sons of presidents of banks and railroads and manufacturing plants, who by a "drag" could get them a softer job than they would otherwise have been entitled to. It is at least partly the fault of the offishness of our faculties that this was the most significant type of contact open to them. They still want contacts, but they now want contacts with the faculty. We must be prepared to give them these contacts, to make this type of contact more frequent and more significant. Of course, the advances have to come from the faculty. You have any number of people who say, "Oh yes, I am perfectly willing to talk to them if they come to me. I am in my office from 4:00 to 6:00 o'clock usually working on some new piece of research." You cannot expect the boy of 18, particularly the boy with the problem of this sort to come in and see a man who is 40 or 50 or 60 years of age. You are asking a complete reversal in what we know about psychological processes. If you are going to have any advances made, and get these two groups—the faculty and the undergraduates—closer together, the advances have to come from the older men. It is not enough to sit in the office and say, "Oh, yes, I am willing to talk to him about his work if he wants to come."

The public speaks of professors as occupying chairs. Now, that may be all right for professors, (laughter) but it will never do for Deans. If you are preparing yourself to be a Dean, you must stir around, you must be interested in undergraduates, you must be with them in spirit and person whenever you can—on the athletic field, and at their celebration meetings, you must be interested in them in sickness and in health, in their triumphs and disappointments, you must be willing to read what they write, even read the books and magazines that they read and that are so frequently written for them. It will pay you occasionally to even open the pages of *Esquire*.

I think, as American educators, we have been taking the easiest but not the best way. We have had too much confidence altogether in courses. We have been trying too hard and too long to teach Americanism by precept and by courses in American history, American government, American democracy, American philosophy, and what have you; instead of by example, by the pattern of life which we provide on our campus.

Frankly, gentlemen, I think the inconsistencies are beginning to be too glaring to our more intelligent students. By way of conclusion, they tell us that in the school of that great educator and that great American Bronson Alcott, at Concord, he followed a very interesting system which in closing, I wish to commend to you. When one of his pupils failed in his courses or was guilty of misconduct, he did not take the easiest way and whip the student as was then customary. He took it as being his own fault, and instead of whipping the student he went out behind the barn and whipped himself. (Laughter). Now, I know, gentlemen, that Deans take beatings as it is. (Laughter). We usually "take it" from parents and the college. We get our full share of this

corrective treatment, but I still believe that only when we take Alcott's attitude and whip ourselves every time we find a lonely, unhappy, undemocratic, un-American, undersocialized undergraduate on our campuses, only then shall we be discouraging to the full our more significant responsibilities as Deans of Men. (Applause).

President Gardner: I am sure, Dean Gauss, that I express this sentiment of all of us when I say we have reached the peak of the Conference. There are probably many questions, and we have sufficient time for all of them.

Dean Price: Dean Gardner, I am anxious to do what our speaker has tested, although our institution has increased from 1,800 to 3,400 with about 10% increase in the teaching staff. I know that many of the men are anxious to meet these changes, but the teaching load makes it impossible. The teachers have assumed the responsibilities that the speaker recognizes, but cannot do anything about it.

I am wondering if that is not true over the country? It should not be so much against the professor as against the whole system which so overloads the teaching staff with teaching duties, that the personal contact is an impossibility.

Dean Gauss: I agree that that is very frequent, but I think we are likely to excuse our failure to do even what we can in many cases and on many campuses even where the teaching load is not too heavy, because we put the emphasis in the wrong place. I think we have to over emphasize this phase of the responsibility of the college and this phase of education in America.

Dean Hamilton: Dean Gauss, you do not mean that this mixing with the students that is to take place in the classrooms is to continue with our large classes? The way they have multiplied, there are no opportunities.

Dean Gauss: I do not think the curriculum contact has very much to do with this problem, because you find it just as serious in the case of very high-standing men. We frequently have the case of a young man taking a place in our faculty, being granted a position there because he has done a brilliant thesis. You put him in a classroom and in contact with undergraduates, and he is hopeless. He does not know what to do with them. He himself is undersocialized. He cannot get in touch with people and he will never be any use to himself or to anybody else on the Lord's earth. Now, that has nothing to do with intellectual ability. You can have these men who are socially incompetent, and they may be up in your Phi Beta Kappa group, but their life is none the less tragic and useless in many cases in spite of that fact.

Mr. Glickman (Wisconsin): I would like to raise this question. How, in the light of what you say with respect to the relations of the possibilities of the curriculum to social competence, what are we to say then, with respect to the college graduates now in their fifties, sixties, and above who look back upon the great experts who taught and influenced them and trained them for social competence, who never saw

the inside of a Dean's office. But my question is this: Has that curriculum dispensing Dean, that leader of men, that leader of women, has he departed? Do we not have any of them on the faculty any more? Do you think there is a smaller proportion today of curriculum representatives of teachers who are not doing administration work, a small proportion today of such people who are influencing students, training them for social competence, raising their manhood and womanhood through teaching. Do you believe that is the case?

Dean Gauss: Yes. If you ask me do I think there are fewer now than there used to be, I would be inclined to say "Yes." But I think our whole situation has changed so much that any parallel we attempt to draw between what a college did, let us say in 1890 before the frontier was closed, and now, really does not get us very far with our problem. We have broken up the curriculum into such little bits that our people tend to be specialists. Now, when you fractured your curriculum into as many specialties as we have today, and have everybody crawling into his little box, I think the tendency is for the teacher not to make any impact on the student because of his general philosophy and attitude toward life. The philosophy of life which he lives by is less broad and deep than it used to be.

Mr. Glickman: You put it this way, that the increased mechanization and specialization in our whole modern economy, has had an inevitable tendency, a real tendency, has had the effect of dehumanizing our teachers, or has increased the danger of that.

Dean Gauss: I would like to say what I believe about that. I think we make, in the present state of the world, one of the most serious mistakes we can possibly make when we try to teach American literature. I know I have taken the rap on that, but I will say it again. I think that is a very great mistake and for this reason. What do you do when you teach American literature? What do you eliminate? Look at it that way. First of all you eliminate any great epic poem. We have not anything to compare with Homer, Dante, or even Milton. You have not anything like Shakespeare's Hamlet, or Goethe's Faust. You have not any really great comedy. You have not any really great first-rate novel. We take anything as American something that is peculiarly valuable and ultimate. I am not saying we should not teach Emerson, if Emerson writes great essays. Yes, he belongs. But, we talk about Nazism and the damage that that particular institution is doing, and somehow at the same time that we are talking about the Germans because of their attempt to nationalize science, we are going over to the point where we teach American philosophy as something that is peculiarly ultimate and has great value.

Now, I merely used that illustration because it shows how we have fractured the curriculum, split it up and ceased to talk about the unity of knowledge or the unity of life.

Mr. Glickman: In other words, you would rather teach through Homer than through Sinclair Lewis. I agree personally.

Dean Gauss: So do I.

Dean Heckel: We Deans of Men are all perplexed over an attitude in our institutions which is one of misunderstanding or lack of understanding of our function, and of the possibilities of our work. Many of our colleges are very much impressed with our being high powered men if we do a lot of fussing and attract attention.

In my first year at Missouri I was fortunate to eliminate the captain of a football team. I received many comments through telegram and phone calls. There was more talk about the one man I kicked out than the 99 I had saved. With the faculties there is insistence that we show our stuff, but the stuff that the faculty wants shown is not this thing of the spirit which Dean Coulter has so eloquently given to us. We are unable to give publicity to that intangible accomplishment as Dean Nicholson has said. Is there not some way that we can educate a college community, particularly a faculty community to the realization of what the Dean of Men should be and what he might accomplish toward this bigger thing of taking care of the total student? I am confident in talking with my colleagues that we all feel ourselves to be rather lonely men on the campus at times. There is no genuine understanding of what we are trying to do and of what we do accomplish in a quiet way which will effect the lives of these young boys. That is the most disheartening thing I have to face in my administrative work. I suppose there is nothing worse than to be misunderstood and to have a group insist that we simply show activity which may be pertinent and may not be pertinent, as we multiply organizations and multiply avenues or devices, rather, of taking care of students in things which are not fundamental. That it seems to me, is a burden that Deans of Men are forced to bear.

Dean Gauss: I am afraid we would all have to agree with you; but, I do think we ought to put it not so much on the basis of what we have to take. That has always been the case. I am sure if you asked Dean Goodnight, who has been in the profession a long time, he could tell you the same thing. But, I think we can help to shift the emphasis. Now you and I know, at least I know, that an immense amount of what you call research, is what I call "piffle." It does not mean anything except a promotion in his department. It does not do the undergraduate on the campus any good. If we will understand that the teaching problem, those human influences and relationships are much more important than that, we will probably get somewhere. I think wherever we can, we must repeat that this factor of human relationships is much more important. Most departments when they want a new man, want somebody who is going to increase the prestige of the department by publication. I am not saying that men should not publish—I think they should. But, they are much more likely to publish sensible stuff and significant stuff if they get a little deeper into life and if they have wider human perspectives.

Dean Beaty: I am interested in particularly what you would suggest can be done in order to persuade the president of the college to

have a kind of human training program for the members of the campus faculties in order to consider the human elements in students, in place of the mechanical routine 55 minutes in the classroom where he is told whether he is passing or failing and that is all.

We ourselves, because of that peculiar position which Dean Heckel has described, are not always effective in bringing about a change; but, if a president of a college institutes a personnel training program for the faculty members, there might be some hope. As it is now with departmentitis and other diseases that you have described—diseases as far as the undergraduates are concerned—I do not know where we can begin unless it is with the president and faculty, although I have lived with faculties long enough as a student and instructor and Dean to know that we have no easy task ahead.

Dean Gauss: I think it is a much more difficult problem, Dean Beattie, for the young men than it is for us older fellows. I think it is easier for me to say this than it would be for a man of your age. I have been through the mill. They do not expect anything more of me in the way of productive research and they will tolerate me. (Laughter). I am getting old and I can say—but not with impunity I admit—something about the research that some of them are doing. I think it is easier for fellows of my age who have been in the mill as long as we have to say these things, but I know that if some of you younger men talk about research, that is the sin against the Holy Ghost. (Laughter). It cannot be mentioned. You are against scholarship! So, I know we have to put our backs up and really attack this problem and I think there is an immense amount of nonsense that goes unchallenged about the value of research. I am not confusing what can be done, what should be done by the teacher in the graduate school, and what can be done by the teacher in the college. To say, as even college presidents say, that every man who is working at research is a good teacher and that a man cannot be a good teacher without that, that to my mind is arrant nonsense and ought to be spiked every time it puts up its head. We have to establish a better sense of perspective.

President Gardner: Are there any other questions?

Dean Guthrie: At Princeton the fraternities have disappeared but in their places have come clubs. Last year at the National Interfraternity Conference, we were informed that at Harvard where the house system has been established, the same thing has happened within the houses. That is, there are corridors where good friends and people with mutual likes and dislikes have gathered and have really formed fraternities within those houses. There are a lot of us who feel that the desire to choose our friends is natural and as human as many of our other human characteristics. I think when we were boys, most of us belonged to gangs or clubs of some kind. When we went to school we joined fraternities. Now, we are out of school, again we join other clubs that have a select membership.

The question comes to my mind—I wonder just what it is you

would suggest to take the place of fraternities and what it is that we might have that would offer some means of overcoming these criticisms that you have pointed out?

Dean Gauss: I am a member of an American fraternity. I have no grievances against it. I know many fraternities that do excellent work for the people in the fraternity. But, when they tell you, as they tell us, that fraternities are inevitable, do not believe it, because I have seen schools in France like the Ecole Normale where they have no such system. They have no such thing as a fraternity system there. I think it is a more democratic school than any I know in these United States of America. You are only admitted on the basis of competitive examinations and once you are in, you are on the same level with everybody else. There are no fraternities, but the contacts between teachers and students in the sense of living in a common household and warming your hands at the common fire, are very much stronger than they are with us over here. You should call that to the attention of some of your people. Most young Americans are decent fellows but they do not know that this problem exists.

There is a certain amount of snobbishness, not intentional, not deliberate, but it intends to work that way unless corrected. We ought to have a higher level of democracy, a higher sense of common cause on the campus than you have when you leave the campus, because of the competition in the world outside. Everybody is not looking for everybody else's job on the campus. They will be after graduation. You can do something to start an ideal democracy on the campus where you cannot do it in a town after graduation.

President Gardner: Are there any further questions or comments? We thank you, then, Dean Gauss, very, very much. (Applause).

We have just one or two matters of business before we adjourn. Dean Cole of the Resolutions Committee was forced to leave and Dean Bostwick of the University of New Mexico will present the report.

Dean Bostwick: Dean Gardner, and Members of the Association: We do not have a very long list of resolutions. It is not nearly as long as it would have been, had we included some suggestions which came in; but after a rather lengthy session yesterday afternoon of the Committee members, and after going through some of the suggestions which were sent in, it was concluded that a couple of them had a bit too much possible dynamite in them. We have always gotten along rather smoothly in this organization and I feel sure that the fellows who sent the suggestions in, had no intention of injecting any dynamite into the meeting.

As an organization grows, it naturally encounters new problems and the problems of size are always numerous.

Just before I present these I would like to ask Dean Gardner's permission to digress a bit from the usual custom and put in a word from 1940 which is a long way off. We settled the location for next years convention as you know, and there did not seem to be much

competition; but I would like to begin right now putting a little competition into the 1940 Convention. I want to invite you to come out to the University of New Mexico for your 1940 Convention in as much as we have probably without a doubt, the most unique campus in the United States in a good many respects. It is farther from any other campus for one reason. (Laughter). I know you fellows like to get a long way from home every once in a while. Dean Moore says that it is hotter there than some places. That is not true. I do not think that he was ever out of Texas until this year.

Now to get to these resolutions—there are only two.

“Whereas, This twentieth annual meeting of the National Association of Deans and Advisers of Men has given us another opportunity to renew our friendships, receive helpful suggestions and gain inspiration for another year; therefore be it

“RESOLVED: THAT we express our deep appreciation to Dean and Mrs. Goodnight and to Dean Cottam for their fine hospitality; to President Dykstra for his gracious welcome; to the Interfraternity board of the University of Wisconsin for a most entertaining and profitable evening at their banquet; to Colonel Garey who did such an excellent job of pinch-hitting for Governor LaFollette; to our other guest speakers, including Mr. Nymeyer of the Interfraternity Conference, Mr. Brown of the National Youth Administration, and President Kent of Louisville University, and to Dean Gauss for their valuable contributions to the conference; to the students of the University of Wisconsin, who so ably presented the Wisconsin plan for integrating the activities of the Independent men into the university program; to Dean Coulter for his usual masterful and inspirational address; to Dean Goodnight, President Emeritus Birge, Dean Rienow, Dean Reed, Dean Nicholson, and Dean Culver for their fine contributions at the annual banquet and to Dean Gardner and Secretary Turner and their associates for their work in preparing and presenting such an excellent program.”

President Gardner: The resolution is before you. What are your wishes?

Dean Dirks: I move the adoption of the resolution.

Dean Beaty: I second the motion.

....The motion was voted upon and carried....

Dean Bostwick: “Whereas, Through his untimely death not only the organization but the entire field which it represents, has been bereft of an earnest, sincere and loyal worker and supporter; therefore be it

“RESOLVED: THAT the National Association of Deans and Advisers of Men take these means to express the heartfelt love which we bore for our departed friend and colleague and our gratitude for the contributions which he made to us and to our work; and be it further

“RESOLVED: THAT we extend to his family our sincerest sympathy and that copies of this resolution be sent to Mrs. Tolbert and to

the president and student body of the University of Florida."

Dean L. L. Reed (Iowa State Teachers College): Mr. President: I move the adoption of this resolution.

President Gardner: Rather than have a formal motion, I suggest we all stand a moment for Dean Tolbert.

....The audience arose and stood in silent tribute....

....Announcements....

President Gardner: This year we had the largest number of institutional members we have ever had. This is also, as I think most of you are well aware, the largest meeting we have ever had. I am not going to take any further time about next year's meeting other than to point out these two factors: I think some of you have been disappointed in our program this year. As I have said, I am rather glad of that. That may seem paradoxical, but I think it has led to a lot of discussion, a lot of questions, a lot of interest. Some of you disagree and have come forward with suggestions for next year.

I think it is a very fine thing in many ways. All in all I feel that it has been one of our best because of the fact that we have rounded out 20 years and we have not shelved certain things, but we have rather set them up as a goal from which have come two things to me which I hope we will be able to make the keynote of our next meeting. One is the thing which Dean Nicholson has brought out; the fact that individually, it is impossible for us to advertise our work, our accomplishments. It seems to me to be the business of this Association, if you want to put it crudely, to advertise. However, I think you understand how I mean it—to bring the work of the Dean of Men before the educational world at large—not in a braggadocio manner, but in a manner of explaining the purpose of the work and that we hope to do in a proper fashion during the course of the next year.

The second factor is that we will try to build next year's program at Gatlinburg in such a manner that it will be informal so that we may all participate, but to build it about the theme that I believe Dean Gauss struck this morning, "Human Relations On the Campus." I think somehow, if we take that, that we can go forward with the advertising and also clarify the educational world's attitude toward the student.

Mr. Walter J. Greenleaf (U. S. Office of Education): I did not want to leave this meeting without extending from Washington D. C., an invitation to all the Deans to make use of our services there. We have, as you know, a great many research studies going on and if you are able to get them, I shall be glad to serve you personally. I just want to mention one that you may be interested in. It is the "Economic Status of College Alumni," and supplements very well, the speeches here this morning. In 1936, 31 universities cooperated in sending out the same identical questionnaire to about 100,000 alumni over the country. We have had about a 50% return. It goes something like this:

The median age is 22 years which is not bad. It goes down through

the list about marriage and divorce, number of children, where they live, how they started to choose the alumni from 1928 through 1935, an eight year stretch, so you are able to trace what has happened before and after the depression. You learn that they pay something like \$22.00 a month for their rooms when they first get out and they go up to about \$50.00.

You learn that men get a median salary of \$1,300 and after eight years they arrive at \$2,500, but women get \$1,100 and after eight years, about \$1,600. It has its limitation, but it will be useful for you, and I will see that you get it somewhere around Thanksgiving.

President Gardner: Is there anything further?

With my thanks for your marvelous cooperation, we stand adjourned until 1939.

....The meeting adjourned at eleven o'clock....

APPENDIX A**Official Roster of Those in Attendance at the
Madison Meeting**

Name	Institution	Title
Aurner, Robert R.	Sigma Alpha Epsilon	Scholarship Commissioner
Baird, Parker Karns	Beta Theta Pi	Alumni Counselor
Banta, George Jr.	National Interfraternity Conference	Vice Chairman
Baxter, F. A.	University of Wisconsin	Student (Interfraternity Board)
Beachum, Curtis	Michigan State College	Resident Hall Manager
Beam, Paul C.	Phi Delta Theta	General Secretary
Beaty, R. C.	University of Florida	Dean of Students
Beatty, Shelton L.	Grinnell College	Dean of Men
Beck, Will	Lawrence College	Student (I. F. Council)
Biddle, Theodore W.	University of Pittsburgh	Assistant Dean of Men
Blackwell, Ray	Phi Delta Theta	Scholarship Commissioner
Bostwick, J. L.	University of New Mexico	Dean of Men
Bradfield, L. M.	University of Omaha	Dean of Men
Briggs, R. P.	University of Michigan	Adviser to Fraternities
Brown, Richard R.	National Youth Administration	Deputy Executive Director
Bruere, John	College of Wooster	Dean of Men
Buntain, Willard J.	Household Finance Corporation	Personnel Director
Bursley, Joseph A.	University of Michigan	Dean of Students
Bursley, Philip E.	University of Michigan	Faculty
Cannom, C. W.	Park College	Dean of Men
Cloyd, E. L.	North Carolina State College	Dean of Students
Cole, J. P.	Louisiana State University	Dean of Student Affairs
Connell, H. H.	Beloit College	Dean of the College
Corbett, L. S.	University of Maine	Dean of Men
Cottam, Howard R.	University of Wisconsin	Assistant Dean of Men
Coulter, Stanley	Eli Lilly and Company	Dean Emeritus
Culver, George B.	Stanford University	Dean of Men
Davison, Harold P.	Theta Xi	Executive Secretary
Dieman, J. N.	University of Wisconsin	Student (I. F. Board)
Dirks, Louis H.	DePauw University	Dean of Men
Dykstra, C. A.	University of Wisconsin	President
Eckhardt, Robert	University of Minnesota	Student (I. F. Council)
Espenscheid, Harry		Guest
Fairchild, J. A.	Wisconsin State Teachers' College (La Crosse)	Faculty
Ficken, C. E.	Macalester College	Dean of Men

APPENDIX A (continued)

Name	Institution	Title
Findlay, J. F.	University of Oklahoma	Dean of Men
Fisher, M. L.	Purdue University	Dean of Men
Fitzgerald, Gerald	Wayne University	Union Manager
Friedman, William	University of Wisconsin	Student (I. F. Board)
Gardner, D. H.	University of Akron	Dean of Students
Garey, A. E. Colonel	Wisconsin State Bureau of Personnel	Director
Gauss, Christian	Princeton University	Dean of the College
Geddes, C. S.	University of Minnesota	Assistant Dean of Men
Gilliam, Frank J.	Washington and Lee University	Dean of Students
Goldsmith, Fred I.	Purdue University	Assistant Dean of Men
Goodnight, Scott H.	University of Wisconsin	Dean of Men
Graber, M. E.	Morningside College	Dean of Men
Graham, J. Clark	Ripon College	Dean of College
Greenleaf, Walter J.	U. S. Office of Education	Specialist in Higher Education
Guess, R. Malcolm	University of Mississippi	Dean of Men
Guthrie, William S.	Ohio State University	Assistant Dean of Men
Hamilton, J. M.	Montana State College	Dean of Men
Heath, G. R.	Michigan State College	Housing Director
Heckel, Albert K.	University of Missouri	Dean of Men
Heller, H. F.	Eastern Illinois State Teachers' College	Dean of Men
Heuston, Emory M.	University of Wisconsin	Student (I. F. Board)
Hillenbrand, Harold	Delta Sigma Delta	Council
Hilsenhoff, Ray L.	University of Wisconsin	Student
Hoegh, Leo A.	Pi Kappa Alpha	District President
Hollard, H. W.	Arkansas State College	Dean of Men
Hopwood, Milton	University of Illinois	Student (Pres. I. F. C.)
Howe, Stewart S.	Kappa Sigma	Alumni Secretary
Humphreys, Allan S.	University of Arkansas	Director of Personnel
Jackson, Virginia Brockett	University of Wisconsin Fraternity Buyers Cooperative	Secretary
James, Edwin S.	Municipal University of Omaha	Dean
Jenkins, Warren	Wisconsin State Teachers' College (Stevens Point)	Faculty
Johnson, Spencer	Lawrence College	Student (I. F. C.)
Jones, T. T.	University of Kentucky	Dean of Men
Julian, J. H.	University of South Dakota	Dean of Student Affairs
Kelso, Maxwell R.	Blackburn College	Dean
Kent, R. A.	University of Louisville	President
Kergan, Wesley W.	Kappa Sigma	Executive Committee
Kidston, R. H.	Alpha Delta Phi	Secretary
Kinsel, Delber E.	Ohio State University	Assistant Dean
Kloostenboer, Russell	Lawrence College	Student (I. F. C.)
Knapp, A. Blair	Syracuse University	Director of Men's Affairs
Kochan, Paul C.	Baker University	Dean of Men

APPENDIX A (continued)

Name	Institution	Title
Lancaster, Dabney S.	Sweet Briar College	Executive Secretary of Board
Lanfear, Vincent W.	University of Pittsburgh	Dean of Men
Lasher, Geo. Starr	Theta Chi	Grand Chapter
Lloyd, Wesley P.	Brigham Young University	Dean
Lobdell, Harold E.	Massachusetts Institute of Technology	Dean of Students
Lucky, L. B.	Louisiana State University	Counsellor
Lund, James B.	University of Minnesota	Student (Pres. I. F. C.)
Lyman, E.	Northwestern University	Chairman, Board of Personnel Administration
McElroy, C. H.	Oklahoma A. and M. College	Dean of Men
MacFall, Russell C.	National Interfraternity Conference	Chairman
McLean, W. Henry	Sigma Chi	Grand Tribune
MacMinn, Paul	Northwestern University	Counsellor
Magee, Belmont	University of Minnesota	Student (I. F. C.)
Mallett, D. R.	University of Iowa	Assistant Dean of Men
Marsden, Lawrence A.	University of Minnesota	Student (I. F. C.)
Manchester, R. E.	Kent State University	Dean of Men
Millis, John S.	Lawrence College	Dean of the College
Mills, L. W.	Case School of Applied Science	Assistant Dean
Mitchell, Fred T.	Michigan State College	Dean of Men
Moore, Victor I.	University of Texas	Dean of Students
Murphy, Dan	Lawrence College	Student (I. F. C.)
Nelson, Glenn H.	State Teacher's College (Whitewater, Wis.)	Faculty
Newman, J. H.	University of Alabama	Dean of Men
Nicholson, E. E.	University of Minnesota	Dean of Men
Nordstand, Norman	Concordia College	Dean of Men
Nowotny, Arno	University of Texas	Assistant Dean of Men
Nymeyer, F. H.	Zeta Psi	Executive Secretary
Oelschlager, Victor R. B.	Sigma Pi	Faculty Adviser
O'Kane, Harry W.	Northwestern University	Head, Resident Adviser
Olmstead, C. T.	University of Michigan	Assistant Dean of Students
Olsen, Roy	Iowa State Teachers College	Faculty
Olson, Mark W.	University of Minnesota	Student (I. F. C.)
Ott, Edward R.	Louisiana State University	Counsellor
Park, J. A.	Ohio State University	Dean of Men
Peck, Gerald W.	University of Illinois	Assistant Dean of Men
Pederson, George	University of Wisconsin	Student
Plum, W. B.	Southwestern College	Faculty
Postle, Arthur S.	University of Cincinnati	Dean of Men
Price, J. Ed	University of Florida	Assistant Dean of Students

APPENDIX A (continued)

Name	Institution	Title
Price, M. M.	The Stout Institute	Dean of Men
Puterbaugh, P. G.	Professional Interfraternity Conference	Vice President
Rawles, Thomas H.	Colorado College	Dean of Freshmen
Rea, W. B.	University of Michigan	Assistant Dean of Students
Reed, L. I.	Iowa State Teachers' College	Dean of Men
Richards, C. F.	Denison University	Dean of Men
Rickard, Paul B.	Wayne University	Faculty
Rienow, Robert	State University of Iowa	Dean of Men
Robock, Hyman	University of Wisconsin	Student (Pres. Lodging-House Board)
Rodman, G. B.	University of Wisconsin	Resident Adviser
Rollins, J. Leslie	Northwestern University	Personnel Dept.
Sannes, Ken	Lawrence College	Student (I. F. C.)
Schleck, Roth	University of Wisconsin	Student (Pres. I. F. Board)
Schmidt, Paul F.	Lawrence College	Student (I. F. C.)
Schroeder, Clarence W.	Bradley Institute of Technology	Dean
Schultz, J. R.	Allegheny College	Dean of Men
Scott, John D.	Delta Upsilon	Vice President
Seegers, J. C.	Temple University	Dean of Men
Sewell, Malcolm C.	Sigma Nu	General Secretary
Shaw, R. J.	University of Wisconsin	Student (I. F. Board)
Sherman, Philip S.	University of Akron	Adviser of Men
Slifer, H. Seger	Chi Psi	Secretary
Smith, G. Herbert	DePauw University	Dean of Freshman Men
Smith, Shea	University of Wisconsin	Student (I. F. Board)
Somerville, J. J.	Ohio Wesleyan University	Dean of Men
Stare, F. J.	University of Wisconsin	Resident Adviser
Stauffer, Clarence F.	Wheaton College	Assistant Dean of Men
Stecker, J. F.	Ohio State University	Assistant Dean of Men
Steiner, H. R.	State Teachers College (Stevens Point, Wisconsin)	Dean of Men
Stenson, Harvey W.	University of Minnesota	Assistant Dean
Stephens, George W.	Washington University	Dean of Students
Stine, Thomas Y.	Jamestown College	Dean of Men
Stratton, C. G.	State Teachers College (River Falls, Wisconsin)	Dean of Men
Thisted, M. N.	Western Illinois State Teacher's College	Dean of Men
Thomas, R. W.	Allegheny College	Trustee
Thompson, J. Jorgen	St. Olaf College	Dean of Men
Thorkelson, W. L.	University of Wisconsin	Student (I. F. Board)
Tibbals, C. A.	Armour Institute of Technology	Associate Dean
Towner, N. E.	Lawrence College	President's Assistant
Turner, Fred H.	University of Illinois	Dean of Men

APPENDIX A (continued)

Name	Institution	Title
Van Tine, A. K.	Drexel Institute of Technology	Acting Dean of Men
Walden, Wilbur	Alpha Chi Rho	National Secretary
Watts, Ralph J.	Phi Sigma Kappa	Secretary
Wellington, A. M.	Ohio State University	Student (Graduate)
Wilkie, Horace	University of Wisconsin	Student (House Pres. Council)
Williamson, Robert	Wheaton College	Student
Wright, H. G.	Professional Interfraternity Conference	President
Yoder, C. M.	Wisconsin State Teachers College (White-water)	Faculty

APPENDIX B**Roster of Ladies Group**

Mrs. Paul C. Beam	Mrs. S. H. Goodnight	Mrs. Arno Nowotny
Mrs. J. L. Bostwick	Mrs. Wm. S. Guthrie	Mrs. J. A. Park
Mrs. L. M. Bradfield	Mrs. E. S. James	Mrs. W. B. Plum
Mrs. C. W. Cannom	Mrs. J. H. Julian	Mrs. Arthur S. Postle
Mrs. J. P. Cole	Mrs. D. E. Kinsel	Mrs. J. R. Schultz
Mrs. H. H. Conwell	Mrs. R. S. Manchester	Mrs. J. F. Stecker
Mrs. Stanley Coulter	Miss Manchester	Mrs. Tom Stine
Mrs. D. H. Gardner	Mrs. V. I. Moore	Mrs. R. W. Thomas
		Mrs. F. H. Turner

APPENDIX C**Roster of Members 1937-1938**

Institution		Representative
Akron, University of	Akron, Ohio	D. H. Gardner
Alabama, University of	Tuscaloosa, Ala.	J. H. Newman
Allegheny College	Meadville, Pa.	J. R. Schultz
American University	Washington, D. C.	George B. Woods
Arkansas, University of	Fayetteville, Ark.	Allan S. Humphreys (Personnel Director)
Armour Institute of Technology	Chicago, Ill.	C. A. Tibbals
Baker University	Baldwin, Kansas	P. C. Kochan
Beloit College	Beloit, Wis.	Harmon H. Conwell
Bethel College	Newton, Kansas	P. S. Goertz
Bucknell University	Lewisburg, Pa.	Robert L. Sutherland
California, Univ. of	Berkeley, Calif.	T. M. Putnam
Carnegie Inst. of Tech.	Pittsburgh, Pa.	Arthur W. Tarbell
Case School of Applied Science	Cleveland, Ohio	Thomas M. Focke
Cincinnati, Univ. of	Cincinnati, Ohio	Arthur S. Postle

APPENDIX C (continued)

Institution		Representative
Colorado, University of	Boulder, Colo.	H. G. Carlson
Dartmouth College	Hanover, N. H.	L. K. Neidlinger
Delaware, University of	Newark, Dela.	G. E. Dutton
Denison University	Granville, Ohio	C. F. Richards
Denver, University of	Denver, Colorado	Prof. John Lawson
DePauw University	Greencastle, Indiana	Louis H. Dirks
Drexel Institute	Philadelphia, Pa.	L. D. Stratton
Georgia School of Tech.	Atlanta, Ga.	Floyd Field
Haverford College	Haverford, Pa.	H. Tatnall Brown
Illinois, Univ. of	Urbana, Ill.	Fred H. Turner
Indiana University	Bloomington, Ind.	C. E. Edmondson
Iowa State College	Ames, Iowa	M. D. Helser
Iowa, State Univ. of	Iowa City, Iowa	Robert Rienow
Kansas, University of	Lawrence, Kansas	Henry Werner
Kent State University	Kent, Ohio	R. E. Manchester
Kentucky, University of	Lexington, Ky.	T. T. Jones
Louisiana State Univ.	Baton Rouge, La.	J. P. Cole
Macalester College	St. Paul, Minn.	Clarence E. Ficken
Maine, University of	Orono, Maine	L. S. Corbett
Mass. Inst. of Tech.	Cambridge, Mass.	H. E. Lobdell
Miami University	Oxford, Ohio	W. E. Alderman
Michigan State College	E. Lansing, Mich.	Fred T. Mitchell
Michigan, Univ. of	Ann Arbor, Mich.	Joseph Bursley
Minnesota, Univ. of	Minneapolis, Minn.	E. E. Nicholson
Mississippi, Univ. of	Oxford, Miss.	R. M. Guess
Missouri, Univ. of	Columbia, Mo.	Albert K. Heckel
Montana State College	Bozeman, Mont.	J. M. Hamilton
Montana State Univ.	Missoula, Mont.	J. Earll Miller
Municipal Uni. of Omaha	Omaha, Neb.	L. M. Bradfield
Nebraska, Univ. of	Lincoln, Neb.	T. J. Thompson
New Mexico, Univ. of	Albuquerque, N. M.	J. L. Bostwick
New York University	New York, N. Y.	L. W. Lange
N. Carolina State Col.	Raleigh, N. C.	E. L. Cloyd
Northeastern Univ.	Boston, Mass.	Harold W. Melvin
Oberlin College	Oberlin, Ohio	E. F. Bosworth
Ohio State Univ.	Columbus, Ohio	Joe Park
Ohio University	Athens, Ohio	J. R. Johnston
Ohio Wesleyan Univ.	Delaware, Ohio	J. J. Somerville
Oklahoma A. & M. Col.	Stillwater, Okla.	C. H. McElroy
Oklahoma, Univ. of	Norman, Okla.	James F. Findlay
Pittsburgh, Univ. of	Pittsburgh, Pa.	Vincent W. Lanfear
Princeton University	Princeton, N. J.	Christian Gauss
Purdue University	Lafayette, Ind.	M. L. Fisher
Ripon College	Ripon, Wis.	J. Clark Graham
Rollins College	Winter Park, Fla.	A. D. Enyart
Rutgers University	New Brunswick, N. J.	Fraser Metzger
St. Olaf College	Northfield, Minn.	J. J. Thompson
S. D. School of Mines	Rapid City, S. D.	C. G. Watson
S. D., University of	Vermillion, S. D.	J. H. Julian
Southern Calif. Univ.	Los Angeles, Calif.	Francis Bacon
S. Methodist Univ.	Dallas, Texas	A. C. Zumbunnen
Stanford University	Stanford, Calif.	George Culver
Swarthmore College	Swarthmore, Pa.	H. E. B. Speight

Temple University	Philadelphia, Pa.	J. C. Seegers
Tennessee, Univ. of	Knoxville, Tenn.	F. M. Massey
Texas Tech. College	Lubbock, Texas	James G. Allen
Texas, University of	Austin, Texas	V. I. Moore
Utah State Ag. College	Logan, Utah	Jack Craft
Washington and Lee Uni.	Lexington, Va.	Frank J. Gilliam
Washington State Col.	Pullman, Wash.	Otis McCreery
Washington University	St. Louis, Mo.	G. W. Stephens
Wayne University	Detroit, Mich.	J. P. Selden
Western Reserve Univ.	Cleveland, Ohio	W. D. Trautman
Wisconsin, Univ. of	Madison, Wis.	S. H. Goodnight
Wittenberg College	Springfield, Ohio	B. H. Pershing
Wooster, College of	Wooster, Ohio	John Bruere
Wyoming, Univ. of	Laramie, Wyoming	B. C. Daly

Emeritus Deans

Stanley Coulter, Eli Lilly & Company, Indianapolis, Indiana
 C. R. Melcher, University of Kentucky, Lexington, Kentucky

APPENDIX D

Summary of Previous Meetings

<i>Meeting</i>	<i>Year</i>	<i>Present</i>	<i>Place</i>	<i>President</i>	<i>Secretary</i>
1	1919	6	Madison, Wis.	S. H. Goodnight	L. A. Strauss
2	1920	9	Urbana, Illinois	T. A. Clark	S. H. Goodnight
8	1926	46	Iowa City, Iowa	T. A. Clark	S. H. Goodnight
7	1925	31	Lexington, Ky.	E. E. Nicholson	S. H. Goodnight
6	1924	29	Lafayette, Ind.	Stanley Coulter	E. E. Nicholson
5	1923	17	Ann Arbor, Mich.	J. A. Bursley	E. E. Nicholson
4	1922	20	Chapel Hill, N. C.	Robert Rienow	F. F. Bradshaw
3	1921	16	Minneapolis, Minn.	C. R. Melcher	F. F. Bradshaw
9	1927	43	Atlanta, Ga.	Floyd Field	F. F. Bradshaw
10	1928	50	Boulder, Colorado	S. H. Goodnight	F. M. Dawson
11	1929	75	Washington, D. C.	G. B. Culver	V. I. Moore
12	1930	64	Fayetteville, Ark.	J.W. Armstrong	V. I. Moore
13	1931	83	Knoxville, Tenn.	W. I. Sanders	V. I. Moore
14	1932	40	Los Angeles, Calif.	V. I. Moore	D. H. Gardner
15	1933	55	Columbus, Ohio	C.E. Edmondson	D. H. Gardner
16	1934	61	Evanston, Ill.	H. E. Lobdell	D. H. Gardner
17	1935	56	Baton Rouge, La.	B. A. Tolbert	D. H. Gardner
18	1936	92	Philadelphia, Pa.	W. E. Alderman	D. H. Gardner
19	1937	80	Austin, Texas	D. S. Lancaster	D. H. Gardner
20	1938	164	Madison, Wis.	D. H. Gardner	Fred H. Turner

The next meeting will be held at Gatlinburg, Tennessee, March 23, 24, and 25, 1939.

APPENDIX E

Standing Committees 1938-39

Executive Committee—1937-38

Dean D. H. Gardner, Chairman
 Dean G. W. Stephens
 Dean F. H. Turner
 Dean D. S. Lancaster
 Dean J. F. Findlay
 Dean H. E. Lobdell
 Dean J. A. Bursley

Executive Committee—1938-39

Dean D. H. Gardner, Chairman
 Dean G. W. Stephens
 Dean F. H. Turner
 Dean D. S. Lancaster (Member at Large)
 Dean J. F. Findlay
 Dean H. E. Lobdell
 Dean J. A. Bursley
 Dean S. H. Goodnight

Committee on Nominations and Place 1939, 1940

Dean J. A. Bursley, Chairman
 Dean Otis C. McCreery
 Dean G. B. Culver
 Dean V. I. Moore
 Dean Fraser Metzger

